National Parent-Teacher

The Official Magazine of the National Congress of Parents and Teachers

MARCH, 1944

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Objects of the national congress of parents and teachers

To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.



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NATIONAL PARENT-TEACHER

The Official Magazine of the National Congress of Parents and Teachers

EDITOR

EVA H. GRANT
ASSOCIATE EDITORS

HOWARD V. FUNK
MINNETTA A. HASTINGS
ANNA H. HAYES
RALPH H. OJEMANN
ALICE SOWERS

EDITORIAL OFFICE

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MEMBER OF THE





Building the ideal citizen is not the task of an hour, a day, or a year. It is the task of generations. The little boys and girls who play beneath the Stars and Stripes today must uphold that honored standard in the years to come. Their parents and their teachers, united in purposeful harmony in the National Congress of Parents and Teachers, have pledged themselves to spare no effort in building for character of the type that makes worth-while citizens.

The President's Message

We, the People

ANY communities hold elections in the spring, when matters of local importance are decided. The mayor, the aldermen, the school board members, and other officials are chosen; sometimes a matter of special importance is put before the voters to decide in a referendum. But, all too often, what is the result? A small vote is polled, an organized minority or pressure group puts across its plans, and the "good" citizens

As citizens and as parent-teacher members, we should all pledge ourselves anew to accept our citizen duties and responsibilities as well as our citizen rights and privileges. "We, the people," have struggled for centuries to gain those rights and privileges, but we have paid too little attention to the responsibility they imply. Can we not somehow realize that now, as never before, we must understand the true nature of politics? Politics is not a dirty business, carried on by grafters and self-seekers, unless we, the "respectable" men and women, turn it over to such persons. Today the world is in a death-struggle to see whether a system of slavery for the individual or a system based on freedom within the law will dominate. If we, at home, are not interested enough to take part in our own community life, we are letting our sons and brothers down and they are dying in vain.

If the slave philosophy should win, there would be no parent-teacher organization. There would be no volunteer organizations of any kind. We should all be doing what the state directed us to do.

Good citizenship begins in the community. Much that shapes the welfare of children and youth is decided by local elections: the size of the school budget, the type of citizens who serve on the school board, the question of adequate school buildings; the city recreation program; the juvenile courts; the proper law enforcement officials (a very important matter now that there is so much unrest among youth); and the city budget. The matter of licensing and regulating places of commercial amusement is a community matter. We dare not say "Why don't they do something about such things?" for it is "we, the people" who make the decisions.

Good citizenship in the community leads to good citizenship and intelligent action in state, national, and international affairs. One of our very greatest leaders defined our political system as a "government of the people, by the people, and for the people." We give lip service to this ideal; why not actual service? Long, long ago a great Athenian said: "Our citizens attend both to public and private duties. . . . We differ from other states in regarding the man who holds aloof from public life not as 'quiet' but as useless." This would be a good ideal for citizenship in the twentieth century A.D.



minetta a. Hastings!

President, National Congress of Parents and Teachers



O H. Armstrong Roberts

HAT children learn to do by doing is not a new thought to any of us. We wouldn't dream of lecturing to our boys and girls on the art of drawing or the art of roller skating. We merely supply them with pencil and paper or a pair of roller skates, as the case may be, and say, in effect, "Now you're on your own." We know full well that the small children will draw messy and meaningless scrawls, that the older children will tumble a number of times before they have mastered the skates. But we do not become alarmed.

When it comes to the art of handling money, however, we tend to approach the matter differently. We resent the messy and meaningless spending, the tumbles that our boys and girls are bound to take. Money, we feel, is different.

And money is different. Most of us work hard for our money and have expenses that are always a little ahead of our income. Giving children money directly somehow disturbs us. It is annoying to see a twelve-year-old spend fifty cents for some useless, tricky gadget when the same fifty cents might have bought something in the way of food or reading matter that would have been a

The Growing.

SIDONIE MATSNER GRUENBERG

Giving a boy or girl an allowance with no strings attached seems to many adults not only to permit irresponsible behavior but actually to encourage it. Yet there is no way for a child to learn about money unless he is given a chance to handle it for himself. Sending him to the store with a dime for a dime's worth of bread teaches him something—but not much. Only as he is free to make his own choices and his own mistakes will he learn what money can and cannot do.

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Many parents object to giving children money to spend, on the plausible theory that "money has to be earned before it is spent." But this formula has no bearing on the question. Children today live in a world in which it is necessary for them to understand things. And that world includes money as well as clocks and telephones and radios. Chil-

dren have to learn to use money and these other instruments long before they can contribute to the "earning" or making of any of them.

It is for us as adults, then, to learn to think of the child's allowance as an educational device. Furthermore, once we give an allowance to a child, we must recognize it as his, and we must learn to give it to him in the same "tone of voice" we use in giving him his cereal or his underwear or his toys. It represents merely a small part of the family income that is usually expended on him, but it is a part that can be separated from the rest and given him to manipulate to suit himself. As he learns to manage his allowance, it grows, and he will, in time, learn to manage all the cash items that concern him and that we can keep apart from the general family expenditures.

In the meantime, it is not a present or a reward for good behavior. It is given him as his supper is given him—because he is a member of the family, and his parents want to help him learn to use this very important instrument of modern life. It is a tool placed in his hands just as other tools are given him to try before he is capable of using them with skill.

Child's Budget

Allow for an Allowance

THE ALLOWANCE, then, is not a favor. It is a responsibility. It is the kind of responsibility that is fun, because it brings a degree of freedom and power. If a child feels, however, that his allowance is just another disciplinary device, something to teach him "the value of money" or how to keep accounts or skill in figuring, he is likely to refuse the responsibility, preferring to ask for what he wants when he wants it. Some children say that they don't want an allowance; they have observed that they get more from their parents if they just ask for a nickel here and a dime there. But there needn't be such a choice. As a matter of sound relationships within the family, the handling of money by each member should be accepted as incidental to our presentday mode of living.

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If the child, as well as his parents, can think of the allowance as his very own cash in hand, with no strings or qualifications, he will be most likely to handle it advantageously. The mistakes he is sure to make in spending the money should call for no apologies-except to himself. He will have a stake in using it well. If, however, there is any uncertainty as to next week's allowance, he will do as hungry people do when they cannot count on the next meal—use what there is for all it is worth and leave the future to fate. He will learn to plan ahead only if the allowance comes regularly and

ARENTS may think they have quite enough on their hands with the wholefamily budget, without having to watch each child blunder and grope his way through the management of a budget of his own. But this article (the seventh in the study course "The Family's Stake in Freedom") shows clearly that this is an experience that neither the child nor the family can afford to do without.

It is of the utmost importance, therefore, that parents avoid increasing or decreasing the allowance as a child's behavior improves or deteriorates. When a child neglects to make his bed or do his geography homework, you may not feel like giving him thirty-five cents; but that is beside the point. Depriving him of his allowance may teach him to

if there is a certain margin for making choices.

make his bed or do his geography (though I very much doubt it), but it can never teach him anything about the peculiar nature of money. Nor should a child's allowance be taken away for any irrelevant reason. A girl of thirteen was asked by her friend's mother how much her allowance was.

"Oh," she replied, "I don't get an allowance any more. I'm taking riding lessons instead." Apparently her mother and father still thought of the "allowance money" as a mere indulgence.

Adjusting the Amount

Having accepted the principle of the allowance, parents still ask, "How much is a fair allow-

> ance?" Parents ask, but nobody can tell them the answer. It depends on too many factors that only the parents can know or judge or control. How old is the child? How much experience has he had in handling money? What are his opportunities or needs to spend? What are his companions spending? What are other children in the family getting? What is the level of the family's regular expenditures? All these factors have bearing. There is no mathematical formula. The amount has to be arbitrary to begin with, and it has to be adjusted from time to time. A boy at high school may need much more spending money than his



sister who is still in grade school. A child in the country may have less need for money than does his city cousin of the same age. Such variables as carfare and lunches, contributions, and membership dues must also be considered.

A child of five or six, in ordinary town or city surroundings, can probably use from a few pennies to ten cents a week. Even so small an amount, if received regularly, has definite educational possibilities. The young spendthrift soon discovers that the most attractive offerings at the shop call for two or three or even five nickels. Will that fifteenor twenty-five-cent creation be forever beyond one's fondest hopes? No; if one is willing to forego the ball or the paper dolls this week, it will be possible to buy the two-dime treasure next week. This is arithmetic, forbearance, thrift, hope-deferred, projected imagination, all in one. It is sound educationally, economically, and morally.

From saving over a short period for a concrete object he very much desires, the child, as he grows older, moves on to saving over a longer period for a less specific purpose—money with which to buy Christmas presents next year perhaps, or money to spend on a trip. It is only later, perhaps in the early teens, that he can adopt intelligent saving as a policy and put aside reserve funds for rather remote and vaguely defined needs. Old age security and that much-talked-of "rainy day" cannot have any meaning as motives for children's savings. The enthusiasm with which many young children are saving for war stamps at present does not show that they are looking far into the future; it shows, at most, that they have caught the spirit of urgency and feel that they are striving for something of immediate importance to all.

Later, however, boys and girls do learn to project their desires into the future—to forego today's indulgences in order to gain a more expensive pleasure. And (eventually) they learn to anticipate the possibility of a deferred pleasure not yet definitely formulated. Older boys and girls know that things will come up, that something will tempt them in a store or that their companions will plan an outing, and that it will be better to have money saved up when that time comes than to have a series of ice cream sodas now.

From a weekly allowance of a few cents, growing gradually larger as he grows older, the child may arrive at a monthly allowance of increasing proportions—the amount to be decided, of course, both by his needs and by his skill in management. It is desirable both to increase the child's allowance as resources permit and to extend the range of purchases over which he has complete control. This extension of his power to purchase not only increases his experiences in the use of money—in planning, in spending, in saving—but adds to his

personal satisfaction in his own growing power and responsibility. With due regard for variations among individuals and for special circumstances, we should expect a boy or a girl to become capable of managing a comprehensive allowance between the ages of fourteen and sixteen years. This should cover practically all personal expenditures—clothing, amusements, furnishings, and incidentals.

The Family Angle

FROM A practical point of view it is desirable to let the boy or the girl, from early schooldays on, have as much experience as possible in actually handling money—both his own allowance and family expenditures that he can manage by marketing and shopping. His judgment improves (at least in part) through the mistakes he makes. And just as important is another consideration. The child needs experience with, knowledge of, and concern with "our" money—the family budget—as well as with "my" money—the allowance.

This does not mean that children have to be told all their parents' economic worries. Nor does it mean that the old and young together "vote" in the family decisions. The older boy and girl, however, should have a chance to learn what certain financial problems are and on what grounds important decisions are made. They should receive honest and patient answers to the prewar (and undoubtedly the postwar) questions: "Why can't we have a new car?" "Why are we spending so much money on painting the barn instead?" "Why can't I have a baseball suit instead of braces on my teeth?"

Giving boys and girls a feeling that they share both the family resources and the family financial problems is bound to influence their attitude toward that family—their place in it and their responsibility to it. This has been strikingly demonstrated recently by the teen-age youngsters who are earning money for the first time.

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It is not a question of "paying for" their room at the house or their share of the food. When relationship within the family has always meant sharing, has always made children identify themselves with the home group, it is not difficult to arrive at a satisfactory arrangement or to help the young worker find his bearings. Now that he, too, is earning, he will keep some for his spending money and petty expenses; he will contribute some to the family budget; he will put some aside for future use; and of course some will go for war savings.

Of course this feeling of really belonging to the family, this spirit of sharing, cannot exist in financial matters alone. It can exist only in a home where it is everybody's task to help make home the nicest possible place to live in.



O Pinney, Monkmeyer

E MOTIONS are among the great driving forces of human life. But they must be guided if they are to help and not hinder the young child's wholesome growth. Parents who wish their children to attain emotional security and adequate control will find in this article, the seventh in the study course "Basic Training for the Toddler," many thought-provoking ideas and highly practical suggestions.

Emotions LIABILITY OR ASSET?

THERE are two kinds of emotional behavior. One kind is shown by a healthy, alert, growing person when he finds himself in an unusually secure environment. The other kind is shown by a person when, for one reason or another, he is particularly insecure.

From day to day, most of us are not in our highest possible state of physical health, nor are we sick. From day to day, in our contacts with the world about us, we are not in the highest possible state of security, nor are we troubled with great insecurity. We generally choose not to think of our ordinary day-to-day behavior as emotional, though the difference between emotional behavior and other behavior is only a matter of degree. We think of emotions only when we are deeply stirred.

Thus we speak of joyful behavior, of ecstasy, of being "simply thrilled," of having "inspired moments," of creative feelings, of satisfactions in discovery, of loving and being loved. Security, harmony with one's environment, the absence of conflict or threat are necessary for high degrees of the emotions of joy, love, or thrill of discovery. These are the moments when God's in His heaven

HAROLD H. ANDERSON

and all's right with the world. Unfortunately they are all too rare in human experience.

On the other hand, there are emotions of grief, fear, anger, rage, and jealousy. Each of these is the expression of a person who is insecure. Each reveals a lack of harmony, a lack of adjustment or adaptation. Each is a symptom of distress.

If a doctor were asked to discuss the subject. "Fever-Liability or Asset," what would he say? In practice, what would he do? He would say that the fever is a symptom of some disharmony, an indication that something has gone wrong. In practice he would look for the source of the trouble. He would not punish the child for being sick or dislike him for showing the fever. He would try to observe carefully everything that was happening. He would even let the fever run until he found more symptoms or until the fever itself became dangerous. By the doctor a fever, or any other symptom of disease or disharmony, is regarded as an asset. The fever aids him in discovering and treating the real difficulty. The doctor's task is to help the sick person discover or restore the harmony of bodily functions that we call health.

Undesirable emotional behavior, too, is a symptom. What is a parent to do about the emotional "upsets" of a child? If he is going to reduce conflict and help the child discover a greater harmony with those about him, his approach will be exactly that of the doctor. He must make careful observations. He must see the emotional behavior as a symptom of something else. He must realize

that fear, anger, or jealousy is a response to something or someone in the child's environment. The parent must, therefore, examine the environment as carefully as he would observe the child. What is the source of irritation? In what way is the child frustrated? Wherein is he insecure? How insecure is he? What can be done about it?

In six widely used textbooks on child psychology, for every page that is written on joy and love there are five pages, on the average, devoted to fear, anger and jealousy. The difference in emphasis is easy to understand. Joy and ecstasy do not present any problems. Fear, anger, and jealousy cause problems that concern us all.



Harold M. Lamoe

One should understand both kinds of emotion. The main problem is to turn disharmony and conflict into harmony. Both kinds of emotion reflect a degree of one's adjustment to his environment; both reflect his learning and his ability to solve problems.

The Meaning of Growth

WE WANT children to grow and to learn. Growth is, by definition, change. We do not want children to stay as they are; we want them to become different. But growth is always a process of adaptation to one's environment; it is a process of adjustment, of learning, of discovering the nature of the world about one and the rules or laws that seem to govern it. Growth involves also learn-

ing how to modify or change one's environment. Growth is the solving of problems.

There are different rules or laws that govern or explain one's relations with persons, animals, and things. Each child must go through a process of discovering the differences among persons, animals, and things. Many children have reached adulthood without being very clear about these differences. Some adults slam doors and kick chairs as though these objects were animate demons.

A child can learn that a hot stove burns. But he learns, too, that a stove will stay in its place. It will not try to burn him, nor will it run after him. The fact that a stove burns the child if he touches it is no reason for doing away with the stove or for being afraid of stoves. It is sufficient to learn the rules that govern the behavior of hot stoves and to live within those rules thereafter. There is a relatively high prediction of the outcome of one's relations with things. For example, ladders and chairs are useful; it is necessary at times to climb to high places. But danger arises when one goes outside the rules.

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The child's relation with things, however, is not altogether simple, because things have a way of being attached to persons. A small child is not free to do as he pleases with all things. A two-year-old has discovered the fluffiness of his mother's face powder, but he has not yet discovered the difference between spreading it on one's face and spreading it or dumping it on the floor. From the child's point of view he is merely discovering something new about the world; yet he encounters difficulty. The powder does not resist him, but his mother does.

Each child, therefore, must learn which objects in the house have special meaning to other persons. His behavior with those objects then must achieve some degree of harmony between his own desires and satisfactions and the desires and satisfactions of others.

The child's relation with animals is different from his relation with objects. On one occasion he holds the cat and the cat lies quietly in his arms and purrs. Another time he holds the cat and, because he holds the cat uncomfortably or continues to hold the cat after the cat has tried to jump down, he gets scratched. Cups will not try to fall off the table, but cats will sometimes try to jump down or scratch. The laws or rules that explain one's relations with animals, therefore, must include the fact that cats will purr, jump down, or scratch. Like children, animals have goals, purposes, and drives. Parents try to get dependable pets for their children. What does this mean? It means that parents want a high prediction of harmony between the child and the animal.

The Personal Equation

The CHILD's relations with persons are covered by rules or laws very similar to the rules governing his relations with animals. The child can work with others, play with others, or work against others. There can be either harmony or conflict between his own desires and purposes and the desires and purposes of others. But it is possible for a child to reach a greater understanding of the purposes of other persons than of the purposes of animals. Through this greater understanding it is possible for him to find common purposes with others.

Emotional behavior is related to this process of finding understanding. The highest forms of emotional behavior are reached only with high degrees of understanding, high degrees of harmony and security. Joy, love, and ecstasy are found only in perfect harmony with the environment.

The give-and-take principle in human relations is necessary because, since no two persons are precisely alike, everybody cannot be satisfied at the same time. Common purposes can be discovered more easily as understanding grows. The family is a social group in which all members should have the greatest understanding of each other. Most problems of conflict and disharmony, whether inside the family or out, arise through misunderstanding. Understanding is important for two main reasons: It helps in the discovery of common purposes, and in so doing it offers greater prediction of harmony in the behavior of others.

Two children fight over a tricycle. Each wants it now. Each becomes angry. The larger one takes the tricycle and rides it. Is that a solution for the conflict? No. The child on the tricycle cannot abandon himself spontaneously to enjoying his ride. He must be on the alert for other attacks. Each child is still expending time, attention, and energy in conflict with the other. It should be possible to arrange to take turns. Then each could ride without fear of the other.

Maintaining the Balance

CHILDREN CAN learn—as many parents, business men, and statesmen have yet to learn—that if one behaves with consideration for another, the other tends to behave with equal consideration.

Children and parents can likewise learn that attack incites resistance up to the point where resistance is no longer safe. Then one submits. But no one attacks in the first place if he is secure.

In other words, behavior is circular in its effects; like produces like; intolerance produces intolerance; security in one tends to make others secure; consideration for others returns in kind.

When a child is in conflict with someone in his environment and is displaying one of the self-protective forms of emotional behavior, the parent has an opportunity to help him. The parent must, irrespective of the child's behavior, or even in spite of it, like the child as a person.

Parents are often bewildered as to how they can like a child who misbehaves. They can learn, however, to distinguish between the child as a child and the behavior of which they disapprove.

Are the child's emotions to be regarded as an asset or a liability? With the higher, self-abandoning emotions there is no problem, because a high degree of harmony already exists. With his ordinary behavior there is no problem, because each child takes in his stride many ordinary conflicts and misunderstandings. The other self-protecting forms of emotional behavior, which are called fear, anger, and jealousy, arise when all other



Ewing Gallower

available devices have failed to achieve for the child a status in which he is accepted as he is.

Shall we encourage the child to express his self-protective emotions? If a pin sticks the baby we want him to cry. If an older child is in difficulty, we want to help him. The world outside the family will not have much patience with his outbursts of anger or his fits of jealousy. If a child feels that way, he should find at home an opportunity to express these feelings and still be liked. If he can express himself freely to his parents, they will have an opportunity to help him.

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10 CHILDREN

You SHOULD KNOW

NE of the greatest tragedies in child development takes place when any child, because of an undetected handicap, is rated as stupid, inattentive, or obstinate. Defects of speech, most of which the handicapped child cannot be expected to control without help, have figured in many such tragedies. Now, however, we are awakening to the needs of children whose speech is defective, as the facts presented in this article clearly indicate.

N a democracy it is the individual that counts, and only to the extent that the individual does count is there any real, living democracy. This means any individual, and it means very particularly the child whose individuality is threatened—whose personal development is endangered by shortcomings, defects, and difficulties which, without help, he can neither understand nor overcome.

It is fundamental to our way of life that even hopelessly defective persons are given the most

humane care we can provide. We do not argue about the value of this. We do not appload ourselves for it. Humane concern for any living member of our society is simply one of the accepted values by which we live.

We extend the scope of that basic point of view by providing not merely care but constructive training for anyone who can benefit from it. This is in a sense a selfish policy, for if the individual benefits so do we, who enjoy the fruits of his increased social usefulness. But selfish or not, it is a policy that is beneficial to the community, the state,

and the nation, for the simple reason that literally millions of handicapped children can be enabled, through special training, to make greater contributions to the industry, culture, and general well-being of our society.

One type of handicap with respect to which these statements come alive with clear significance is that which we refer to as defective speech. In every group of one hundred school children in the United States there are, on the average, ten who would be classified as speech defectives by present-day speech correctionists. Of these ten, five or six will have relatively simple defects—they will say thnow for snow, pay for play, or wun for run, perhaps. These are called sound substitutions (as in wun for run) and sound omissions (as in pay for play), and in most children they can be corrected with a reasonable amount of remedial training of a type that any modern school should provide as a matter of course.

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What Causes Speech Defects?

OF THE ten speech defectives in our average group of one hundred American youngsters, four or five will be found to have defects of more



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serious and complex types. At least one or two do not speak properly because they cannot hear well enough to learn speech, as other children do, by imitation. For the most part we learn to talk by ear, as it were, and a child with a definite hearing loss is at a serious disadvantage.

There is no longer any acceptable alibi for the neglect by our schools of the child who is hard of hearing. It is now possible, at small cost, to test the hearing of every school child. According to the Committee on Conservation of Hearing of the American Academy of Ophthalmology and Otolaryngology,* there are, on the average, three children in every schoolroom in this country who are seriously hard of hearing. Tragically, many of them go unnoticed, being regarded as stupid or inattentive. It is to be realized that medical attention, given in time, can restore in part, in some cases completely, the hearing ability of a large number of these children. Those for whom this is not possible can benefit greatly from speech training, hearing aids, lip reading, and an educational program intelligently adapted to their needs.

The committee referred to, under the chairmanship of Dr. Dean M. Lierle of the University of Iowa College of Medicine, is conducting a nationwide campaign in the interests of hearing conservation. Alert public school officials will need little urging to get in touch with this committee and find out what can be done for the three handi-

capped children in each of their schoolrooms. It is indeed difficult to imagine just why any public school official would not do this, or act in some other way to meet the problem.

Of the remaining children in our group of ten, one or two will be found to have more or less serious speech defects due to—or at least complicated by—low intelligence; teeth that are missing or seriously out of line (malocclusion); incoordination due to spastic paralysis or some similar condition of nerve or muscle; or cleft palate, with or without harelip. Then there will be one, perhaps, whose speech development is gravely retarded because of definitely faulty training or because of some sort of personality maladjustment. Finally, there will be one stutterer.

The Teacher's Responsibility

These three or four youngsters are school children. Consciously or not, their teachers are doing something for them—or to them. It is not a question of whether the schools will handle these children. They are handling them. The only question is how? Every time any school superintendent interviews a candidate for a teaching position, regardless of the subjects she proposes to teach, he should ask her what she knows about handling children with speech defects in the classroom. If her answer is weak, he has some obligation to make properly pointed inquiries of the college or university in which she was trained.

Aside from his parents, a child's teacher is the greatest single influence in his life. A thorough realization of this should come with any teacher's preparation for her job. And a thorough realization of it includes an understanding of the fact that a child who has a speech defect cannot always be handled as though he didn't have it.

The teacher has particularly the obligation of doing what she can to find out what the home, the school, and the community can give the child by way of medical or dental attention, personality reeducation, speech correction, or other special training. Together with other classroom teachers, she can exert a very telling influence on parents, school officials and influential citizens toward the end of providing reasonable facilities for children with defects of speech.

Public school superintendents should be familiar with the American Speech Correction Association and its quarterly publication, *The Journal of Speech Disorders*. This association is the official national organization of professional

Otolaryngology—The science that treats of the structure, functions, and diseases of the ear and throat.

^{*}Ophthalmology-The science that treats of the structure, functions, and diseases of the eye.

teachers and scientific research workers in speech correction in this country. Its president at the present time is Prof. Bryng Bryngelson of the University of Minnesota. During the past several years this organization has made important headway in raising the professional standards of speech correction teachers, in promoting the scientific study of speech defects, and in developing more adequate instruction in teacher training colleges and universities. The qualifications for membership define in a practical and modern sense the qualifications that are to be expected of public school speech correction teachers.

No Excuse for Neglect

IT IS not a purpose of-this article, nor would it T is not a purpose of this in the feasible here, to describe modern methods of speech correction. It is to be said, however, that these methods provide the hope of a richer life for the millions—and there actually are millions—of children in our schools who suffer from speech defects. It has been authoritatively estimated that it costs only ten dollars a year to provide speech correction for a school child. One speech correction teacher, giving attention to the children who need her most and providing the classroom teachers with the information and suggestions they need in order to help the others, can perform an invaluable service in a school enrolling as many as five thousand pupils. The salary of such a teacher is one of the finest investments that any school board can make.

With the exception of those few whose defective speech is due to subnormal intelligence or to grave physical impairment, children with speech defects are not particularly different from other youngsters, either physically or mentally. Their potentialities are good. But they are handicapped. They need special training, and with it they can be helped to take their places as capable and constructive citizens.

If a child's speech defect can be corrected, this is, of course, the objective toward which to work. If it cannot be entirely corrected, the speech should be improved as much as possible, and beyond that the child needs a sound sense of values, a feeling of personal worth or security, and some trained ability with which to make a fair living for himself. These the home, the school, and the community can and should provide.

A child with a speech defect is an individual, and in a democracy he has the right to feel to the full his worth and dignity as an individual. He is more than a stutterer, more than a "case of cleft palate." He has assets to weigh against his liabilities. It is the obligation of his parents and his teachers to help him develop his assets and to make him proudly aware of them, so that he need not feel apologetic for his liabilities.

To every parent and to every teacher this much is to be said with emphasis and with feeling: If you have a child of your own, or if you have a pupil who stutters or lisps, or whose cleft palate speech is nasalized and indistinct, and you cannot find a cure for him, the least you can do—and it is a great deal, indeed—is to teach him to look you in the eye, unafraid and unashamed, while he stutters at you, or speaks in some other way "incorrectly." If he can do that, he can do much besides that will be deeply satisfying to him and of value to his fellows.

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THE RIDDLE

When he stood high as a man's middle,
The boy came on a pretty riddle:
The best flower of them all
Was one hanging from the wall
Of a cliff, all red and shining
With bees around its golden lining,
A cup of a blossom, a hanging bell,
With the wind it rose and fell,
And he half thought that he could hear
Golden sounds fall from it clear;
But climb and struggle as he might,
He could not reach that bell of light,
It hung there safe with horns of red
And turned a dream when he was abed.

So the small boy grew and grew,
And one fine day he reached up to
The cliff's top and found he could touch
The columbines he loved so much
Years before, when he was small.
He did not pick them, though, at all,
He did not touch them now, for he
Knew a girl nearby, and she
Was what he had most on his mind,
And try his best, he could not find
Any way to let her test
And find out that he loved her best.
That would have to wait till his son
Was his best beloved one.

-ROBERT P. TRISTRAM COFFIN



Notes from the

NEWSFRONT

Hardship.—No person in all the civilian population of Germany has had a new article of clothing of any kind since August 1, 1943, except one new pair of socks or stockings. On that date the rationing of clothing was suspended for an unspecified period. Americans who feel it a hardship to be restricted to two pairs of new shoes a year, with full freedom to purchase whatever other clothing they desire, should find this food for thought.

Insurance.—All travelers in Russia, whether they go by boat, by train, by bus, or by airplane, are insured against accidental death or disability on the trip. The cost of the automatic insurance is included in the price of their tickets.

Youth Discusses Youth.—A conference of more than 500 high school students recently took place in Chicago under the sponsorship of the Chicago Conference of Youth. There was only one adult speaker, the rest of the program being conducted entirely by the students themselves. The discussion of juvenile delinquency resulted in a recommendation of more and better sex instruction in the schools.

Disease and War.—One of the most important parts of the civilian wartime program is guarding the home front against the inroads of disease. This is particularly vital at present, in view of the shortage of doctors and nurses. Constant vigilance should be exerted to keep houses clean and sanitary and to destroy all kinds of vermin. Rats are especially dangerous to health and should be promptly exterminated. A pair of healthy adult rats, although they live only an approximate two years and a half, may have as many as 350,000,000 descendants.

Salary Peak.—American employed workers received a total of 100 billion 603 million dollars in salaries and wages during 1943. This is an all-time high, topping the 1942 record by 21 billion.

Scared to Death?—The falsity of one of the world's most popular exaggerations has been established. Medical researchers say that it is extremely doubtful that anyone can be frightened to death. One study, covering forty years, revealed not one authentic case of death from this cause, except in cases of organic heart disease.

Creditable.—With the Government urging the American people to pay up old debts rather than spend their money for things they do not really need, we might well take a lesson from our allies the Chinese. A business man in China who has not paid up all his debts each year by the Chinese New Year's Day loses both his commercial credit rating and his reputation as an honest man.

Animal Kingdom.—The killer whale is so terrible a fighting foe that ordinary whales frequently commit suicide by beaching themselves rather than fight it out

with him.... Poisonous snakes are immune to other snakes' venom.... The average electric eel, which is about a yard long, can discharge an electromotive force of 300 volts.... The largest horse in the world, owned by a citizen of Vermont, weighed 2,500 pounds and was extravagantly fond of ice cream cones.... The tongue of a giraffe is seventeen inches long.... New-hatched gold-fish are so tiny that quite a few of them could swim comfortably in a thimbleful of water.... A bee can carry a load of honey that weighs 90 per cent as much as itself.... And cimex lectularis (the common bedbug) doesn't achieve adulthood until it has taken five bites out of a human being!

Curfew.—The town of Covington, Kentucky, now has an ordinance that fines parents up to \$50 if their children under 16 years of age are found on the street without an accompanying adult after 10:30 p.m. between May and October and after 9:30 p.m. between November and April.

Illicit Liquor.—We tend to think of moonshining and bootlegging as things that vanished along with the Eighteenth Amendment. In 1943, nevertheless, about 10,000 moonshiners were arrested and 6,000 illicit distilleries seized by U.S. revenue officers.

Advertising.—The importance of the window display in merchandising is evidenced by the fact that the average department store spends on its windows about \$1 out of every \$22 it takes in from retail sales.

You Never Know.—It has been generally admitted by safety organizations that any person is safest when he is in bed. Yet a woman in New York State recently broke her left leg merely by turning over suddenly in her sleep.

Contest.—Although the fame of George Washington now obscures most of the reputations of his contemporaries, his election to the first presidency of the United States was by no means uncontested. He had eleven candidates to overcome before he went into his first term of office, and there were four other contestants for the second term. (Incidentally, Washington first named the Chief Executive's residence "The President's Palace," but that was discarded as too formal. It was called "The President's House" until President Theodore Roosevelt inaugurated the term "The White House.")

Founding of Stanford.—In 1884 Leland Stanford, then governor of California and a very wealthy man, asked Dr. Charles W. Eliot of Harvard what it would cost to duplicate Harvard on the Pacific Coast. "At least thirty million dollars," replied Dr. Eliot. The Governor turned to Mrs. Stanford and said, "I guess we can afford that, can't we, Mother?" And so the great school was founded.

NRINISH

Business

BONARO W. OVERSTREET

WEEPING off her kitchen doorstep, Miriam Talcott gave a start of surprise as a man's long shadow fell across the concrete. She looked up to see, almost at her elbow, Martin Headley, young history teacher in the Liberty Hill High School.

"Why, hello, Martin!"

"I didn't mean to startle you, Mrs. Talcott. I wasn't trying to sneak up. You didn't see meand then I was so close I didn't know how not to be a surprise."

"Anyway, you're a pleasant surprise-and that's more than can be said for all dark shadows." Miriam meant it. Since the death in action of her only

son, Blake, some special compartment in her affections had belonged to Martin Headley, who had been Blake's closest friend.

But this morning his lean, normally responsive face held no warm light of answer to her gay friendliness. He stood somberly looking at heror beyond her. It was hard to tell which.

Finally, he spoke-bitterly. "Well, the draft board has turned me down again. For six months I've done every little thing the doctor ordered. I've eaten what he said, and slept regular hours, and taken just the prescribed exercises, and now I'm turned down again. I have six feet one inch of height and a hundred and sixty-seven pounds of weight-and it's all no good because my heart makes little sounds the doctor doesn't like."

Miriam ached with the boy's aching loneliness. "Oh. Martin-" She knew only too well the terrible, silent determination with which this friend had set himself to carry on Blake's unfinished work, trying to make sheer will power undo the effects of a weak heart.

There was nothing to say. Wordless in understanding, the two of them stood there in the pale March sunshine-stood so long that, to fight back her tears, Miriam found herself staring with careful interest at a last year's stiffened oak leaf that was scraping its way along the path toward the garage.



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Finally she gestured at the doorstep. "Let's sit down."

"You'll take cold."

"Not for a few minutes. I have my sweater. And after all, I came out here chiefly to pretend that March is spring. It almost is on a day like this-as long as the sun is out." She sat down; and after a moment's hesitation Martin took his place beside her, head bent, fingers preoccupied with breaking a twig into even bits.

"I guess this is my last try," he said. "The doctor didn't give me any hope that anything I could do would make a difference."

"You know how sorry I am, Martin."

"Yes."

Again silence. The oak leaf, Miriam noticed, had reached the garage door at last and come to rest. Where, she wondered, would Martin's heart and mind come to rest. Not in self-pity. It mustn't be that. Not in despair. She stirred restlessly. "Then if this hope is out-definitely out-it's time for us to turn our thoughts to the most useful thing you can do right here at home."

Mar Comes to

Martin's mouth twisted. "And what do I do about people—like two women on the street car this morning—who stare at me and talk in deliberately audible tones about healthy young men who aren't in uniform?"

Miriam shuddered. That this should have been added to his hurt! But he would have to meet it, would have to be ready for it, not once, perhaps, but again and again—this stabbing needless cruelty on the part of people who did not think, or bother to find out the facts before they spoke. How could she protect Martin from the effect of his own bitterness?

"Listen, Martin. Do you remember one night—
it must have been two winters ago—when you and
Blake sat up late in front of our fire, reading
poetry? I was coming and going, not really listening, but one poem you read—or a couple of lines in
it—so caught my mind that when you'd gone home
I hunted up the poem and read it to myself. It was
by Robinson, and was about a man named Levi
who, in the last war, wanted terribly to pull loose
from the ties of his land and his mother and become a soldier—but he could never make it."

Martin nodded. "The Field of Glory."

"That's the one. Remember how the ragged, wounded soldiers came to Levi's door one night and, not at all understanding how he felt, jeered at him—made fun of his bit of land and the bonds that held him to it. The lines that caught me that night—that sent me back to the poem—were just two:

But Levi knew that they had fought, And left their manners to their Maker.

That's what you have to do, Martin, with women like those on the street car. The chances are they have sons or brothers or husbands in the Army. Forces beyond their control have taken over their private lives, have twisted their plans out of shape. The only way they can endure what has happened is to believe that the same thing is happening to everyone—that there's no playing of favorites. They're stupid. But the only thing you can do, Martin, is to remember that war has taken from them what they most wanted to keep. You'll have to learn to see them as part of the whole baffled human race—and leave their manners to their Maker."

Martin didn't say anything. His fingers became even more careful in their measuring of the bits of

Liberty Hill

I came with the war to Liberty Hill—that feeling of discouragement which may come to any of us when we feel that we are being kept from playing our full part in the vast and vital drama of today. But what is our full part? It may be we have mistaken our role from the beginning. The pathways of simple service may be as glorious as any hard-won field of battle. This is the story of how one young man was helped to find them so.

broken twig. Miriam felt inside herself a tight knot of uneasiness. Had she made the wrong guess about what to say?

But finally he looked at her with a sort of sideways grin. "You don't let a fellow enjoy feeling sorry for himself, do you? You say we have to think of what I can do next. Well—I'll bite. What does come next?"

Relief surged over Miriam in a flood of warmth. The worst, she knew, was over now. This was Martin's normal self speaking.

For a long moment she sat silent. She had no pat answer to give. Her eyes sought again, for no special reason, the oak leaf lodged against the garage door; and, as she watched, a whiff of breeze stirred it, edged it along toward the corner, caught it up suddenly on a spiral of air, and carried it over the hemlock hedge, out of sight. So there was no resting place, after all, she thought; not even for a leaf. Always there was the what next?

"If there had been no war, Martin, what would you have wanted to do with your life?"

"Why—pretty much what I am doing, I guess: teach history."

"You love history, don't you?"

"Yes. I always have. The first book I ever owned was a history, and I practically took it to bed with me."

"And you love teaching. Blake has told me..."

"Yes. When I was in college, one of my professors tried to argue me into doing historical research. He said I could make a name for myself that way, but that I could teach till I died of old age without ever being known outside my own town. He was right about that, I guess—but maybe a name wasn't what I wanted. Anyway, I couldn't give up the teaching notion. Perhaps it's just that I like the fellows such a lot at high school age—or perhaps I keep feeling there must be a way, if I could discover it, of turning history into something that would add to the world a store of human material a lot more important than any

scholarly material I might have added by research. Every time I see a student get hold of a new idea about the past, and how it's tied up with the present—well, I feel a sort of conviction that he's more fit to be allowed at large than he was before. He'll grow up a little more likely to see himself in perspective, a little less likely to do harm to other people."

"And you think the war has made your work

unimportant?"

"Yes. No. Not unimportant. But—" He squirmed restlessly. "Here's the thing. I feel as though I were carefully irrigating a backyard vegetable garden while, just over the hill, a raging river is carrying off homes, drowning people, spreading disease and despair. The other fellows are out there fighting the flood, risking their lives—while I, careful hoe in hand, am seeing to it that a few rows of carrots get just the right amount of water."

Miriam nodded. "I see." Suddenly she changed her tone—let her voice become abrupt. "How do you think the rest of us feel who are here at home when we'd rather be out there? Don't you think a lot of us would rather have gone out and done the dying ourselves, if we could have, than stay safely here while others die?"

Martin tensed, and a slow flush darkened his face. "Why—I didn't mean to sound—I know I'm not the only one—and I certainly didn't want to stir up your feelings, Mrs. Talcott. But—"

Miriam touched his knee gently. And her voice was gentle. "Forgive me for jolting you, Martin. And you haven't stirred up my feelings. But before you can look ahead—before you can really give yourself to your home-front job—you have to stop thinking of your own sense of uselessness as peculiar. Why, every second person you meet on the street is haunted by a sense of futility—all the fathers who would gladly have gone instead of their sons; all the wives who would gladly be beside their husbands in danger; all the old people who grow apologetic in their fear that they're

a drag; all the fellows like yourself. . . . " She stopped to steady her voice. "Listen, Martin. The first time you came to see me after Blake's death. you turned at the door, as you were leaving, and said, 'I'll go on from where he left off.' You said it as a promise to me, and to yourself, and to him. Believe me, I have understood the will that has made you exert every possible effort to ready yourself for war. I have understood, and admired. and been grateful. But, Martin, Blake's unfinished job on the battle front was not the only unfinished job in his life. His home-front job-all that he would have wanted to do for the people around him; all that he would have wanted to do as a peacemaker—that too we must think of as Blake's unfinished business. That is what you can carry on-all that the two of you cared about in common; all that you both called good." Her voice broke in spite of her will to keep it steady.

Martin rose to his feet and stood looking down at her. "Thank you, Mrs. Talcott. I—I did not make a mistake in coming to you."

Miriam rose also; and they stood looking at each other steadily, as if exchanging a silent promise. Then suddenly Martin smiled and lifted a hand in crisp salute. "O.K., General. I'll report from time to time. And whenever you have any further orders—"

He turned on his heel and cut off across the lawn, his stride clean with purpose. Miriam watched him go. Suddenly, as she had done so many times since Blake's death, she felt the relaxing of a self-controlled tension—felt a warm, strangely comforting weariness in her muscles. Another hurdle passed—another of the endless hurdles, low and high, that seemed always to be looming up ahead but that somehow, each in its turn, were always put safely behind. She pulled her sweater more closely around her and sat down on the doorstep, letting the sun cherish her shoulders. "It really is almost spring," she said to herself.

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DEFINING HAPPINESS

The supreme happiness of life is the conviction that we are loved.—VICTOR HUGO

The happiness of life is made up of minute fractions—the little, soon forgotten charities of a kiss or smile, a kind look, a heartfelt compliment, and the countless infinitesimals of pleasurable and genial feeling.—COLERIDGE

The days that make us happy make us wise. - MASEFIELD

THE NOT Quiz PROGRAM

THIS quiz program comes to you through the facilities of the National Parent-Teacher, broadcasting from Station HOME. The questions here dealt with are among the many that come repeatedly to the notice of the Magazine's editors.

• My boy, aged eleven, is a poor loser. My wife says he will outgrow it, but it makes me nervous and uneasy. He asks us to play parlor games with him and then sulks every time he loses.

This is a case in which one needs to know a great deal about the boy in question. It makes a great difference whether he has been "spoiled" in other ways, so that his sullen attitude about losing the game is merely a part of his constant reaction to not having his own way. If so, treatment must obviously go far beyond the mere question of his being a poor loser.

The most probable reason for his behavior, however, is that he has not had enough "experience in success." Continual frustration is hard for even an adult to take; and a child, who has not yet had time to learn that he must expect a certain amount of frustration, takes it doubly hard. Do you allow him a reasonable handicap

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in the all-family game? A handicap suited to his years will permit him to win often enough to gain a feeling of a dequacy in play.



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Make sure, too, that he has many other chances to succeed in doing things. Success in any field will carry over into this one, and, having learned that he can succeed again and again, he will gradually learn to fail with good enough grace. It is wise to make a point of praising good play on the part of any contestant at any time, without regard to whether that particular contestant has won the game; that is to say, the stress should be put on the play and not on the winning. The example of a good loser should also be praised and admired. Little by little your son will readjust himself and become as good a sportsman as you can desire.

• Our eight-year-old daughter is oversensitive. She cries for hours at a time over every little hurt, whether physical or emotional. Will she ever be able to "take it"? What can we do?

FIRST of all, see that your little daughter has a thorough and comprehensive physical examination. A lack of emotional strength often has a physical basis, and your family physician may be able to point out something amiss.

If nothing is wrong physically, give all your attention for a time to making a careful study of the child. Watch her reactions, favorable and unfavorable, to the events of her daily life at home. Does she have plenty of time to play? To rest? To read? Has she a few simple tasks to perform, a few easy responsibilities? Frequently, with a child of this type, parents tend to follow the line of least resistance—to do anything, go to any amount of trouble, to avoid "upsetting" the child. Certainly no sensitive child should be unnecessarily upset; but a policy of endless coddling will

certainly do nothing to correct these matters.

At the same time, it would be most unwise to adopt a program of Spartan severity and insist that this little girl simply be turned out among other children to fend for herself. Children can be cruel to other children, as every parent who has a good memory will know from personal experience. A timid, sensitive child will often do better, so far as social development is concerned, in a small, adult-supervised group of children than in the freedom of a large playground.

This matter, however, must be faced—it cannot be ignored. The child must learn to live with others if she is to have any sort of satisfaction in life as an adult. Perhaps, if there is an adult relative in another town whom she knows and trusts, she might be sent for a short visit away from home, thus coming into contact with people and children who are unfamiliar to her and being able, with intelligent help, to "make a new start."

In general, a fair-minded, patient, and sympathetic attitude is called for. Try to build ever stronger the feeling of security in the child's mind about her parents and her home. Make sure she knows that, whatever comes, her parents will stand by. Many shy and sensitive children blossom out remarkably as they grow older.

Parents are always being advised to make their children's friends welcome in their homes, and I have tried to do this; but in spite of all my efforts my two sons, now aged twelve and fourteen, always want to go somewhere else for their good times. What can I do?

FIRST of all, what have "all your efforts" convided the boys and their friends with space to amuse themselves in and equipment to amuse themselves with; that you have encouraged them to "make themselves at home"; that you have, perhaps, served them refreshments from time to time. But have you given enough consideration to the time-tested fact that people (which includes children) will have a good time only in ways they choose for themselves?

Many parents, in their attempts to center their children's social life at home, are overzealous; they select the pastimes, the procedures, the topics of conversation. They supervise everything, everywhere and all the time. They tend to disregard the young people's desire—their actual need, in fact—to take the initiative and do the planning themselves. And their idea of entertainment is very seldom that of the youngsters. Even the refreshments may be evidence of this—it is not at all unusual for solicitous mothers to serve French pastries and peach mousse to a crowd of

adolescent boys who yearn for nothing so much as a stack of hamburgers or hot dogs!

Care should be taken, if you really want the boys and their friends to have fun at home, to avoid "hovering." They are at an age when boys become restless under too much supervision, especially with all their friends looking on. They know, far better than you do, what they'll have to go through on the schoolground next day if the "gang" gets the idea they are tied to Mother's apron strings.

Make your suggestions, therefore, as lightly and as tentatively as you can, leaving the impression that you wish the boys, of course, to do what they think is fun. Then leave them to themselves as far as possible. You may find yourself more than rewarded, one of these evenings, by hearing one of the young guests say, "Look, Jim, why'n't you go get your mother and dad to come in? We think they're swell!"

• My nine-year-old daughter never seems to get much excited over anything, even such treats or surprises as make other children fairly dance up and down. What can I do about this? She certainly is not lacking in intelligence.

Since your daughter is intelligent, there is probably nothing at all wrong with her and not much you can or ought to do about her placidity. In a world as turbulent as that we know today, she may be all the better off for being placid.

The great danger here is that you may underestimate the child. Perhaps she is not so placid as you think; perhaps part of it is shyness or reticence. Or perhaps she is a natural thinker, carrying behind her calm, unruffled demeanor the slow, precise imagination of the scientist.

Care should be taken, too, not to assume that because your child seems phlegmatic she cannot be easily hurt. This type of child tends to hide her wounds, as she does all of her inner life; unintelligent handling might easily destroy her sense of security without your ever knowing what had happened. If her stolidity is a disappointment to you, take double pains to keep her from discovering the fact. Be particularly careful to make no comparisons between her and her livelier playmates.

Of course, there are things you can do to encourage some degree of conformity. Provide the child with good books; give her opportunities to hear good music; introduce her to great works of art. But be very careful to avoid nagging in connection with any of these. Whatever value they have for her she will absorb of her own accord. Find out her major interest as soon as she has one, and help her to concentrate on that.

"Daddy Will Fix"

Walked over to the spiked iron station railing to wave to Louise. This glimpse of his wife in the car was somehow like walking out of one world into another.

Even the sight and the feel of the car eased him as he slipped behind the wheel, heard the familiar slam of the door, and felt the accustomed pressure of the clutch pedal.

"How goes it, honey?" he asked. It was always the same question.

Louise smiled. "Fine," she said. It was always the same answer.

"Kids all right?"

"Oh yes. Billy's so excited with the tricycle Uncle Joe managed to get for him I'm afraid we'll have to take it away for a day or two. And Helen's all wrapped up in the new neighbors."

Wallace smoothed the car to a stop at the intersection. It slid over the line a foot or two. "Louise, do take the car to Taylor for brake fluid tomorrow, will you? That's probably a leak in the chamber. It'll need some parts, too. It's getting worse."

She nodded. "You're as sentimental about this car as your Granddad McLane was about his horse, Wallace. After all, it's only a car."



National Safety Council

"It's more like an extra set of legs to me, I'm so used to it."

Wallace smiled. He liked this routine conversation on the way home. Up past the main highway, down by the high school, and then a little stretch of black-top over to his neck of the woods. Presently he spoke again.

"There's Helen over on the Merrings' porch now. Nice people, I hope."

Wallace gave an expert flip to the wheel and

KENT W. FRANCIS

threw in the extra touch of gas that would roll him up the straight incline and between the house and the wall into the garage at the back of the lot. He felt a placid confidence in just what the old bus would do.

A shrill yell of childish delight suddenly stiffened his fingers on the wheel. His foot tramped the brake to the floor as Billy, bent over the handle bars of his tricycle, whooped past the rear corner of the house toward the driveway.

It seemed to Wallace that the automobile rolled on forever before he felt the wheel wrench in his hand and heard a slight crushing sound of light metal.

Before he could get out of the car and around to the other side, Louise held a screaming Billy in her arms. As Wallace knelt beside them, she laughed through her tears.

"Not a scratch on him. Not hurt. He's just got dirt on his pants. He's not hurt," she repeated, as if to convince herself. She set the squalling Billy on his feet and added brokenly, "I think he's just mad as the devil at you for breaking his tricycle."

That evening after Billy had been put to bed with promises of other transportation facilities, his parents faced their responsibility.

"I wish that 'gone' feeling would go away," said Wallace, "but it's a small price to pay for our good luck." Then, almost like a boy himself, "You're a wise woman, Louise. What does this all add up to —I mean, do we always have to expect this sort of possibility?"

His wife patted his hand and smiled assuringly. "The answer to that is both yes and no. Like everybody else, we have to take our chances with things beyond our control—though we can do all we can to get control." Her smile died. "That wasn't the case today, though."

Wallace drew a long breath and spoke slowly and earnestly. "No, it wasn't. You and I must never again forget this about any car we ever own: It's not a family pet, it's not an old shoe that gets more comfortable the older it grows. Neither can it supply its own wants or heal its own weaknesses. Without our control and our care and intelligence, it is a ton and a half of senseless, destructive power."

He straightened up in his chair, and with a grin that didn't really smile he said, "It's going into the shop tomorrow for an overhaul—together with my habits of driving."

THE BAXTERS-Our P. T. A. Radio Family



Marge, Bill, Bud, and Janie

N January 1942, shortly after the attack on Pearl Harbor, the National Congress Bulletin carried a flash announcement to parent-teacher workers everywhere: "The alert has been sounded! Stand ready to protect the children of America in every way within your power..."

This was the same issue of the Bulletin that carried the initial announcement of the 1942 radio series, "On the Home Front." And "On the Home Front" was the series that first presented the Baxter family—Marge and Bill Baxter and their three children, Janie, Bud, and Sandy—to the parent-teacher public.

The simultaneous appearance of the two announcements was not a mere coincidence. The National Congress of Parents and Teachers, foreseeing the many acute problems that would confront the families of America if the nation were suddenly required to mobilize for combat, had already realized that its annual series of broadcasts must be brought up to date and made more

Mrs. Eva Grant, the "Voice of the P.T.A." aı

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research work and a number of meetings and conferences were devoted to determining the most effective approach to the problem. Finally, with the cooperation of the National Broadcasting Company, the committee laid plans for a series of thirteen dramatic episodes based on the everyday life of a typical American family group. Each episode was to be followed by a brief panel discussion by parent-teacher leaders and other child welfare authorities.

The series was well received. P.T.A.'s all over the United States organized study groups and listening groups. "Marge seems like a next-door neighbor," commented one homemaker. "Tell Bill I was up against that one, too," remarked an interested father. Such topics as "The Family Keeps Fit," "When Clothes Become a Problem," and "Let's Finish School First" lent themselves admirably to the Baxter family pattern.

This being the case, it was decided to continue the program along the same general lines. Each dramatic episode, instead of being followed by a discussion, was summarized by a single interpreter, the "Voice of the P.T.A." The general title of the series was changed to "The Family in War."

As before, the choice of topics was given the utmost care. Timeliness, urgency, and pertinence to parent-teacher work were made the bases of selection. "War Marriages," "Don't Repeat That Rumor," and "On the Farm Front" were the themes of the first three broadcasts in this thirteen-week series. Others included "When Children Become Delinquent," "Shareholders in Victory," and "Till the Doctor Comes Marching Home." The script writer, Miss Madeleine Clark of NBC, followed closely the line of wartime needs.

By this time the Baxter family had won a large and enthusiastic audience not only among parent-teacher groups but outside the organization. The problems discussed were those of every family, and thousands of listeners, both members and nonmembers, were gaining an entirely new understanding of the scope and purposes of the P.T.A.

Logically, the next step was to extend the program's effectiveness. The National Radio Project Committee, consisting of Mrs. Harry M. Mulberry, chairman; Mrs. William A. Hastings, president of the National Congress; Dr. Alice Sowers, regional vice-president and chairman of the National Radio Script Service; and Dr. Edgar Dale, national chairman of Audio-Visual Education, met with Miss Judith Waller of NBC and planned another thirteen-week series under the title "The Baxters" for 1943-44. As the thirteen weeks drew to a close, however, the National Broadcasting Company announced that arrangements had been made to continue for another thirteenweek period. The 1943-44 series therefore covers twenty-six weeks of broadcasting.

Actors for the broadcasts are provided by the National Broadcasting Company. Marge Baxter is played by Fern Persons; Bill, Marge's husband, is portrayed by Arthur Peterson. Jane Webb plays the role of Janie, the adolescent daughter, and Arthur Young that of Janie's younger brother, Bud. These capable actors, capably directed throughout by Al Crews of the NBC production

staff, have given and continue to give a splendid account of themselves in each succeeding broadcast.

The extended series is now current. It is heard over the NBC network each Saturday at 1:30-1:45 p.m. Eastern War Time. Great appreciation is due to the National Broadcast-ing Company for



JUDITH WALLER Director, Public Service, Central Division, NBC

its fine cooperation throughout the National Congress radio program. With the nation moving ever more steadfastly ahead in its wartime activities, the broadcasts have been keyed to the issues of the hour, and the continued response from listeners all over the country indicates that they are being extremely well received and are having their intended effect. The titles of this new series of broadcasts are as follows:

Youth Solves Its Own Problem
Let's Keep It Aboveboard
Father's Gone to War
Discipline's Nothing to Dread
Time Out for Courtesy
Boy, Meet Girl!
How Important Is School?
Can We Hate and Conquer?
The Wrong Foot Forward
Youth and the Future
The Baxters Invest in Health
Making Friends and Keeping Them
What of This Year's Vacation?
Democracy Looks to the Family

Radio, one of the vast educational resources of the present, has unlimited possibilities for the future. The National Congress of Parents and Teachers, as an organization dedicated to the welfare of children and youth, cannot fail to recognize radio's potentialities or to make the fullest possible use of the benefits radio has to offer. The Baxter series has been and is a successful venture in parent education, serving well the wartime needs of the home front in America. Further progress in this field means further progress for American families and a better understanding of family life at its best and soundest.

The Young Mother Goes to Nursery School The Young Mother Just to st to make to make to the young to the young to the young the second to the young the young the second to the young t

HE young mother who sends her child to nursery school is sometimes criticized by the older women, who think, apparently, that she is neglecting her own duties. Nothing could be farther from the truth. As a rule such a young mother is eager to supply her child with supervised companionship at his own age level; moreover, she hopes to learn new techniques of child training.

This hope is well founded. There is too little general knowledge of the value of the nursery school as a training ground for young parents. For years university home economics departments have used the nursery school as a part of their program. The senior student, already trained in psychology, nutrition, and education, is here given

an opportunity to observe behavior patterns and the normal reactions of the preschool child. Regular consultations with the nursery school supervisor are a part of the student's program.

Such preparatory training is invaluable to the development of potential mothers. Yet the percentage of young mothers who receive it is relatively small. Comparatively few of them go to college; fewer are wise enough to study home economics; and still fewer take courses in child care.

Training for motherhood may yet become a part of the prenatal clinic's responsibility. But until that time the nursery school can do a great deal to help young mothers, who will otherwise learn only by the trial and error method. Parent meetings for both father and mother might be opened, too, to the all-knowing "in-laws."

Today the general public is becoming aroused against the neglect of preschool children. Industrial wartime jobs are undoubtedly being used by many ill-trained young mothers as an excuse to dodge their home duties. Too many women fail to realize how patriotic it is

MADELINE MEHLIG

just to stay at home and do their routine jobs—or to make their routine jobs more satisfactory and interesting.

Too often unthinking members of the family say to the young mother, "Now don't be so silly—don't give so much time to your children—they will grow up, and where will you be?" Actually, "giving time" to children is the most worth-while way to use time. Children are the most valuable investment any woman ever makes.

Self-Help for Mother and Child

THE nursery school teaches the young mother the difference between wise supervision and over-indulgence. It teaches the child self-reliance and self-development; it teaches, through example, self-discipline and respect for others.

One of the best results of women's war activities has been the advent of the volunteer nursery school worker. No woman who takes this training fails to realize the value of working with a trained child specialist. Like the home economics student, the nursery school aide learns by listening and observ-



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ing. She learns to speak slowly, with patience and understanding; she learns particularly that children imitate moods, tones of voice, and attitudes; she learns never to get excited unless she wants the child to become emotional; she learns to speak quietly and happily, and the child imitates her inflection. She learns restraint, self-control, and the basic principles of psychology.

A story might be told of the young mother who had risen early to prepare the family breakfast. She spoke sharply to her five-year-old, who was dawdling over dressing; and the daughter answered sharply in return. The mother called to the father, who happened to be a pediatrician: "John, did you hear how Joanie answered me?" "I did, Mary," he replied, "but did you hear your own tone of voice when you spoke to Joan? She just answered you in the same key."

If every young mother had the benefit of such kindly help at the time when she needed it most, family relationships and child training might progress happily without benefit of nursery schools.

But even the wisest young mother cannot give her child companionship at the right age level; children learn most happily through association with others of their own age. The mother's activities do not stimulate competitive play, which leads to large-muscle development. Children at home are prone to want to do what Mother does—and Mother doesn't climb the jungle gym, swing on the trapeze, or dig in the sand pile.

Unquestionably the restlessness of some mothers of young children is due to the fact that they feel they are neglecting their household duties when they spend time with Junior. Perhaps if they became more proficient at planning their work they could give certain hours of undivided attention to their preschool children—and how much greater joy they would find in that companionship! Of course, mothers who cannot control the child's schedule are badly in need of help.

The mother of the only child may need particular help. When an only child is born late in the mother's life, she frequently takes his care as a serious burden. Too frequently she overaccents his supervision and prevents him from learning self-reliance; she may even become neurotic about his physical well-being. Such a mother forgets that the child must learn to do for himself if he

THE need of more and more good nursery schools to meet the war emergency serves to highlight the many advantages such schools have to offer. Here is an article that every parent of a very young child will find timely, illuminating, and full of good suggestions.



is to become an individual and have the respect of others his own age. The child whose mother does not respect him as an individual fails in turn to respect the mother's rights.

Mrs. James is a good example. Her son is twelve years old—large for his age and particularly well set up, but he has had frequent sinus infections. Mrs. James has worried about him ever since he was born. She meets him at the door when it rains, takes off his shoes and clothing, and puts him in a hot bath, drying him herself as if he were a baby.

He does nothing to help her in her tasks; he asks her, quite as a matter of course, to go upstairs for his belongings. He has been cherished so falsely that he has lost his own self-reliance and gained no interest in his mother's welfare. Contrast his training with that of the nursery school youngster who comes in from the play yard, takes off his outer garments, hangs them in his own locker, goes to the toilet alone, washes his face and hands, puts on his house slippers, goes of his own accord to his particular cot, covers himself with his blanket and falls sound asleep—a successful young man of accomplishments at the ripe age of three!

Handling the Mealtime Menace

The value of the mealtime training received in nursery school cannot be overestimated. Many young parents have food idiosyncracies of their own or preconceived ideas regarding foods with which they soon inoculate their children.

It is an inspiration to see young "men and women" of three or four take their plates to the serving table after they have finished the main course and ask for "seconds" or for dessert. They have learned the two fundamental rules: to eat what is served and to finish the main meal if they want dessert. Their mothers will not have to sit and hold the spoon, coaxing, "Now just one more spoonful, Jimmie, and I'll give you your pudding." No arguing is necessary. There are no scenes, no cajoling. Mothers learn that even flowers on the table, pictures on the wall, or unusual activity within the room may retard the meal or check appetite. They learn, too, that children need proper tools and low tables and chairs if they are to become self-helpful. They are greatly handicapped by furniture that is built for adult use.

The nursery school menu differs from the adult menu in its simplicity of choice and perfection of balance, but particularly in its preparation and serving. Children do not eat soup easily unless it is taken out of a cup. Of course their food is not served too hot-that might be dangerous, or it might become a mental hazard for future servings if they should be even slightly burned. Food that slips on the plate should be cut small enough, creamed, or served with a pusher. Too thin cream sauces are hard to manage unless served on cereals or toast, and toast is best when cubed and ovendried. Lazy children sometimes drink their milk before they start their other foods, become satisfied too easily, and do not finish their meal. They should have a smaller glass, and "seconds" should be given only after the main dish is eaten. Sweetened fruits or desserts can be placed on a separate table and used as rewards when the first course is completed.

The father is often a bad influence on the child's feeding habits, as the mother, in her role of devoted wife, has tended to cater to his whims. Feeding the small child at a table his own size, at his regular hour, under pleasant and unexciting surroundings, will prevent the paternal influence from affecting his innocent habits.

Fortunately, children have few preconceived tastes, and very few have allergies. The way their food is prepared makes a difference; children like bright-colored foods and are observant of an attractively arranged plate. Variation of texture is important; crunchy, crisp food—some of it raw—is desirable for the sake of teeth, vitamins, and minerals. By actual observation it has been proved* that children arriving at school at 9 a. m. and eating luncheon at 11:30 take a more satisfactory meal when only water is given during the morning. Their small capacity seems to be affected

by the midmorning milk or fruit juice. They enjoy it more after their early afternoon nap, as they are thirsty upon awakening and the interval between luncheon and supper is longer than that between breakfast and luncheon.

Learning Through Participation

The nursery school that secures the cooperation of its parent group, meeting with both fathers and mothers for monthly discussions, does a much better job than the school that has contact only with the child and the mother. Home policies on child training should be unanimous. The family council calls for full partnership and understanding all the way around. The child soon learns there are no special favors available and that Father will back up Mother in what she requires.

How can the young mother participate in the nursery school program? Not only as a part of the special parent program—meeting other mothers at afternoon meetings and other parents in the evening sessions—but particularly as an active aide to the supervisor. Volunteers in nursery schools have proved that mothers can give assistance on the playground—just being there on guard (children from two and a half to four and a half require indefatigable watchfulness), helping the ones who have not yet learned how to pull off galoshes and undo buttons, suggesting that washcloths and towels be hung up, seeing that shades are lowered for naps, passing beverages, changing the victrola records, watching and learning nursery school technique.

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The presence of too many adults has a bad effect on nursery school children. For that reason screens are used by all child study observers. Children's normal play processes may be seriously retarded if there are too many adults—particularly adults to whom the children have not adjusted.

The young mother who can get permission to assist one or more mornings a week in a well-conducted nursery school will find that she is receiving more than she is giving. She will be repaid in her improved understanding of the preschool child and in the poise she gains.

For young mothers who do not have access to a nursery school, much can be accomplished by neighborhood cooperation if the parents have been wise in choosing their neighborhood. Wherever there are five or more children between the ages of two and a half and four and a half, a preschool cooperative play group can be organized. If such mothers develop a well-considered plan and meet at least twice a month as a study group to decide on principles and techniques, the play group will have far better results than could be obtained from a poorly supervised nursery school.

^{*} School of Domestic Arts and Sciences, Nursery School, 1942-43.

One Church Did This

THE telephone rang at police headquarters in Okmulgee, Oklahoma. It was the morning after Halloween, and a weary captain answered, "Police station."

"This is the chief of police at Henryetta; come down here and get your kids."

"What kids? What's the matter?"

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"I have a twelve-year-old and a thirteen-year-old down here drunk. They say they're from Okmulgee."

Okmulgee, a town of twenty thousand population, has about the same problem with juvenile delinquents as have other towns of similar size. It had been rather easy for the citizens to shrug their shoulders, blame the rising tide of youthful law-breaking on the war, make unkind remarks about

the youngsters who became involved in trouble, and go their busy ways. To paraphrase Mark Twain's famous remark about the weather, "Everyone was talking about juvenile delinquency, but no one was doing anything about it."

The minister and board of the First Christian Church, however, felt something

should be done and set out to do it. They talked the matter over carefully, invited the suggestions of a Church leader who had had experience in working among underprivileged boys, made a thorough survey of the actual situation in the community, and secured the cooperation of various key persons. Then they launched the Okmulgee Town Boys Club.

Getting Under Way

THE STEPS were interesting. First, the minister talked over the project with Kenneth Taylor, manager of the local theaters. Mr. Taylor graciously offered the use of a small theater each Sunday morning at 9:00 and agreed to provide a twenty-minute film. Sometimes this film was to be a comedy; at other times it was to be educational. John Suter, "projection man" for the theater, was a member of the Christian Church and volunteered to care for the technical side.

Next, the names of boys who should be reached by the proposed club were secured from the police

CLAYTON L. POTTER

Minister, First Christian Church, Okmulgee, Oklahoma

records, the Dean of Boys at Okmulgee High School, P.T.A. officers, and others. The minister deliberately sought the "bad" boys of the community. As it worked out, he had quite an assortment. Some of the boys were little thugs; some of them had been in minor skirmishes with the police; others were just mischievous; still others turned out to be simply underprivileged.

To each of these boys a letter was mailed. It read in part: "Dear —, How would you like to be a Charter Member of the biggest Boys Club in Oklahoma? Frankly, I have picked several boys in the city to help me organize the OKMULGEE

TOWN BOYS CLUB, and I want you to be one of the group. The Charter Members will meet this Sunday morning at 9:00 in the Inca Theater. There is going to be a free show for everyone who is there on time, and we will plan our organization afterward. Enclosed is your ticket. Be sure to come."



The Plan of Organization

THIRTY-NINE BOYS showed up for the first meeting. It was announced that membership certificates would be issued to all on the following Sunday, and a dollar was offered to each boy who would bring five new boys. (As one friend worded it, they did a little bribing for the grace of God!)

The next meeting brought out sixty-two boys. For purposes of competition and promotion they were divided into the "Army" and the "Navy." The Army had a general, an aide-de-camp (secretary), four "companies" and a colonel over each company. The Navy was similarly organized, with an admiral, a yeoman, four "ships," and a captain over each ship. The boys were allowed to choose their division and group, as their adult leaders did not want to break up gangs but rather to use the normal gang tendency for constructive purposes. Still further, boys elected to the offices were natural leaders, and in the Town Boys Council the minister found himself in close touch with the thinking and attitudes of these leaders.

A five-mile hike was planned for the following Friday, to end in a campfire program, a wiener roast, and a "tug-o'-war" between the Army and the Navy.

The Lasting Values

THE Church, of course, was not blind to the opportunity it had here for Christian teaching and character building. The field was fertile indeed, and it was intended from the first that the Sunday morning club meeting should gradually become a Church School class, but without the name. To further this purpose, various civic, religious, and educational leaders were invited to be the Club's guests on different Sundays and to talk for ten or fifteen minutes on interesting subjects. The coach for the High School team was the first such speaker. Another was the local Boy Scout executive. The minister occasionally presented a "boys' talk."

Recently the Mayor, Mr. Dean, talked on "Our Town," describing the city's organization and history. Each of the boys was introduced to him, and he had a cordial personal word for every one. A few days later the members of the Town Boys Club were the guests of Mr. Wheatley, a city commissioner. They met with him in the Mayor's office, where the commissioner told them of the methods by which laws are made and enforced and presented an overall picture of the various departments of city government.

He then conducted them on a tour of the City Hall. They met the officials, visited in their offices, and discovered that the city leaders were very much interested in them and were quite human. The police station was last on the list of places visited. Members of the police staff proved to be gracious hosts, taking the boys for a "strictly social" visit through the city jail. (An interesting sidelight was seen in the remark one boy made

as he passed a cell, "Here's my old bunk!") Police court followed, with the commissioner who was their host sitting as police judge. The perspective was that of law and order. The judge was their friend.

Growth of the Program

A HEAVY schedule of during-the-week activities is maintained. The goal is a directed leisure-time activity for each afternoon or evening of the week. The basketball team meets every Wednesday night in the Salvation Army gymnasium. The boxing squad meets on another night in the basement of the Church. Handicraft is being planned at present, to provide supervised work in model airplane construction and manual training. Frequent hikes, overnight camping trips, and educational tours are included.

Of course, a strong adult organization is required to direct the program. There are an athletic supervisor, an educational supervisor, and a handicraft supervisor. There are a basketball coach and assistant and a boxing coach and assistant. Two men serve as counselors for the Army and the Navy. Others are constantly being added to the staff of workers. These are recruited from among the members and friends of the Christian Church.

The members of the men's class of the Church serve as "buddies" to these boys. Each time a new boy is enrolled he is assigned to some man in the Church as his buddy. The man is requested to take him to entertainments, cultivate his friendship, manifest interest in his activities, and serve as confidant and counselor.

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The attendance at the Sunday morning Club meeting averages about fifty. Constant promotion is necessary. Dates for activities must be faithfully kept. The boys are making real progress toward finding their true place in the community.

IMPOSSIBILITY IS IMPOSSIBLE

It is not a lucky word, this same "impossible"; no good comes of those who have it so often in their mouths.—CARLYLE

Nothing is impossible; there are ways that lead to everything, and if we had sufficient will we should always have sufficient means.—LA ROCHEFOUCAULD

Impossible is a word only to be found in the dictionary of fools. - NAPOLEON

The great inventors have been experts in the impossible. - GLENN FRANK



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HE gifted child, as the term is commonly used, is the child of high intelligence according to standardized intelligence tests. At present there is no general agreement on just how high the child's intelligence must be for him to be considered gifted. Generally speaking, from one to ten per cent of our children may be placed in this group.*

In what respects—other than intelligence—does the gifted child differ from the average child? Both Terman and Hollingworth, in their studies of gifted children, found that, as a group, gifted children are superior to the average child of corresponding age in important physical characteristics, such as height, weight, and strength. This

*The highest 1 per cent is generally believed to include children with I. Q.'s of 130 or above; the highest 10 per cent, those with I. Q.'s of 116 or over.—ED.

If ever there was a time when the world cried aloud for intelligent leadership, that time is the present. In the postwar period the need will be still greater. To whom shall we look for leadership if not to the more gifted of the boys and girls now growing to maturity in our classrooms? Yet these boys and girls need help if they are to realize their full powers in adult life. This article is a thoughtful explanation of that need and what it implies.

The Child-A Future Leader

CHARLES SCOTT BERRY

is also true of the more significant mental and character traits, such as will power, persistence, dependability, courage, unselfishness, conscientiousness, initiative, self-control, social adaptability, and leadership.

Contrary to common belief, a child who is superior in one important trait is more apt to be superior in other traits than to be inferior in any. This fact has great significance. Children who are to achieve eminence need not only superior intelligence but superiority in certain other important traits.

What Besides Intellect?

O'NE investigator, from her study of the childhood and youth of three hundred geniuses, points out: "Youths who achieve eminence are characterized not only by high intellectual traits, but also by persistence of motive and effort, confidence in their abilities, and great strength or force of character." This explains, at least in part, why so many young people of high intelligence never achieve the success that their intellectual ability might lead one to expect. They are weak in certain traits that are needed to help them make the best use of their intelligence. In fact, not one person in five whose intelligence ranks in the highest one per cent of the adult population ever achieves success to the extent of having his name appear in Who's Who in America.

Although the gifted child as a rule is superior to the average child of corresponding age in the more desirable nonintellectual traits, this is not true of all gifted children. Some of them are inferior in these traits, and many others are only equal or only slightly superior to the average child of corresponding age. And, although little can be done to increase a child's intelligence, it is encouraging to know that much can be done to strengthen and develop the nonintellectual traits and characteristics that make for the most effective use of that intelligence.

Early discovery of the gifted child is allimportant. It is during the preschool, elementary, and high school period that the habits are formed and the attitudes and ideals developed that determine, in large measure, the future success or failure of the individual. Yet it is during these early and critical years that the training of the gifted child has been most neglected.

At present the most reliable method of finding the gifted child is by means of standardized intelligence tests properly given. The great majority of gifted children discovered by this means to be gifted tend to retain their relative position in the group through the grades, high school, and college. In other words, we can expect the highly intelligent child of today to become the highly intelligent adult of tomorrow.

The Gifted Child's Education

BUT NOW that we have found the gifted child, what are we going to do with him? What role can we expect him to play, first as a child and later as an adult?

The remarkable discoveries and inventions that have added so much to the length and breadth of life and the great contributions to science, art, and literature that have added so much to the enjoyment of life are the contributions of the gifted few to the welfare of the many. From the gifted few have come the great leaders—those who have made positive and lasting contributions to the welfare of man. Today we need more and abler leaders than ever before, for there are difficult social, economic, and political problems growing out of our complex modern life. Hence, for the successful leaders of tomorrow we must look to the gifted children of today. We must train them to become the constructive thinkers and planners so badly needed in a war-torn world.

Under traditional education, comparatively few gifted children ever become outstanding constructive leaders. The great majority fall short of noteworthy achievement, and some even become a downright menace to society. But under the newer education, which recognizes individual differences, the gifted child is trained for leadership in the vocations, organizations, institutions, and enterprises in which superior intelligence is essential to success.

The first and most important step in educating gifted children for constructive leadership in a democracy is to train them to be broad-minded, public-spirited citizens, eager to serve their country. Above the gate leading into one of our great universities is this inscription: "Enter to grow in wisdom," and above the gate leading out: "Depart to serve thy country better." What better ex-

presses the primary function of the public schools of this nation than those two inscriptions? Let the gifted child enter to grow in wisdom and depart prepared to serve his country better.

The second step is to provide the specific vocational training that is vital to outstanding achievement. This is the function of the college, the university, and the technical school.

In this discussion, however, we are concerned only with the first and most important step: that is, with training gifted children to be broadminded, public-spirited citizens. This training is basic preparation for leadership in the vocations, institutions, and organizations of a democracy. And this is the chief function of our elementary and secondary schools.

If they succeed in this, they have done their part in preparing gifted children for constructive leadership. Gifted children so trained will never place their own interests or the interests of the group they may be leading above the welfare of their country, as so many gifted adults are now doing. But what can the schools do to achieve greater success in this important undertaking?

A Social Laboratory

IN THE first place, let us not forget that in our • elementary schools we have a cross section of the children of the nation. Here are found Indians, Negroes, and whites; Jews, Catholics, and Protestants; the weak and the strong; the rich and the poor; the bright and the dull—all citizens of the United States. Our task as parents and teachers is to teach them how to live happily and successfully together, doing things that children like to do that will also prepare them for the life of tomorrow. If children who differ in race or religion, in social or economic background, or in physical or mental characteristics can be taught to work happily and successfully together during the period of compulsory school attendance, we need have no fear for the future of democracy.

Some recommend that we take the gifted child out of this group and put him in a special class during the period of compulsory school attendance. There, in keen competition with his peers, he may form good work habits, learn to meet high standards, and become acquainted with the type of person he will have to compete with when he enters a demanding vocation. But, in a democracy, will such training produce outstanding leaders of men—leaders in the state, in the church, and in all those institutions and organizations which are directly concerned with the welfare of all the people, not merely a chosen few? In this field there is great need for broad-minded, public-spirited leaders of the highest intelligence.

Others, therefore, insist that the gifted child should remain in the group that represents a cross section of society, where he may come into contact daily with all kinds of children from all kinds of This is the homes. group in which we have been educating him, but with indifferent success. To what extent have we ever attempted to train gifted children leadership? Have we not been content when they did a little better in their school work than the average child and kept out of trouble?

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What More Can Be Done?

Let us consider what teachers might do to train gifted children for constructive leadership if they kept this goal clearly in mind and worked in close cooperation with the parents of the gifted child.

During the early years of school life, under the direction of an understanding teacher, the gifted child can be taught to work and play happily and successfully with other children without reference to their race, religion, or social or economic status. He has so much in common with other children that the differences do not count. After years of pleasant experience with children who differ from him in race and religion, there is no place left in his life for race discrimination or religious intolerance.

In teaching the gifted child, the wise and discerning teacher will provide a wide variety of cooperative activities in which the child will have an opportunity to use his superior intelligence for the good of the group. These activities give him the necessary opportunity to develop the non-intellectual traits he needs for leadership. And it gives the other children valuable and necessary

experience in the selection of leaders. It is a significant fact that many gifted adults have failed of election to offices for which they were well qualified because the voters were not able to discriminate between competence and incompetence in their leaders.

And, finally, we have the task of helping our gifted children to develop attitudes and ideals that will insure the effective use of their superior intelligence in the service of their country.

What we are now doing in training school children to take pride in caring for their school, in helping to clean up their community, and in collecting scrap for their country is a long step in the right direction. These children are learning to identify their own interests with those of the school, the home, the community, and the state. In so doing, they come to know the world as it is. But that is not enough. We want them to picture the world as it might be. Therein lies the hope of the future!

Let us tell them of the heroes of the race who have struggled to conquer the three great foes of mankind—disease, poverty, and ignorance. Let us point to the progress that has been made and let them know that the problems remaining to be solved are a challenge to the most gifted minds.

OF MEN AND GREATNESS

Great minds have purposes; others have wishes.—Washington Irving

It is a rough road that leads to the heights of greatness.—Seneca

Great men hallow a whole people, and lift up all who live in their time.—Sydney Smith

SEARCHLIGHTS AND COMPASS POINTS

WHAT PARENT-TEACHER MEMBERSHIP MEANS

TO EVERY PARENT

HE National Congress of Parents and Teachers is an organization made up of those who believe the proper nurture and development of children and youth to be the first duty of the adult generation. To me, as a parent, membership in a Congress parent-teacher association offers

An opportunity to belong to an organization that is known and respected all over the nation for its work toward the betterment of children and youth;

An opportunity to become a better parent, growing in understanding not only of my own children but of all children everywhere;

A better perspective on my own problems through sharing the problems of others;

An awareness of the needs of all children as revealed by a broadening acquaintance with their parents, their teachers, and their way of life;

An opportunity to help meet these needs, not only for my own children but for all the children in the community;

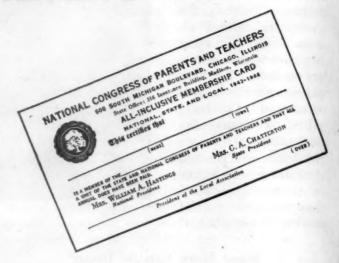
A closer relationship between my home, my children's school, and the community at large, and a voice in shaping the purposes and policies of both school and community;

A voice in determining the kind of education my child shall be given;

An opportunity to confer with the teachers in the regular course of events, without embarrassment to either them, myself, or my child;

A means by which I am kept up to date on the progress of events as they affect the welfare of children;

A place of my own among others who serve and care for the same things to which, as a parent, my best efforts are dedicated;



An opportunity to serve my country by adding my services to a state-wide and nation-wide program of work as it relates to the needs and interests of children and youth in the local community.

EVERY person engaged in parent-teacher work or in promotion of public awareness of the parent-teacher ideal has the certain knowledge that his efforts are being worthily expended and that many children will eventually reap the benefit. There is no field of interest in any way related to childhood and youth that is not covered by some phases of the parent-teacher program. There is no parent who can find that program unrewarding, especially in times like the present. It is a program that places first things first.

FROM time to time the National Congress of Parents and Teachers is in receipt of letters expressing the deep and abiding sense of satisfaction that accompanies membership in a Congress association. The parents and teachers who write these letters know from experience the worth of this organization and its power to advance both the welfare of children and their own effectiveness as guardians of the young. These pages summarize what they have said of membership in the P.T.A.

WHAT PARENT-TEACHER MEMBERSHIP MEANS

TO EVERY TEACHER

Teachers is an organization whose aims and purposes embody all that is best and most enlightened in the nurture and development of children and youth. To me, as a teacher, membership in a Congress parent-teacher association offers

An opportunity to belong to an organization that is nationally known and universally respected;

An opportunity to meet the people of my community even while I am still a newcomer;

A better understanding of the importance of teaching as a profession;

An enlarged understanding of the needs of children and youth as revealed by an improved acquaintance with their parents and their home environments;

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A sense of partnership in the greatest enterprise of all, the bringing up of children who are sound in mind, in body, and character; An opportunity for personal growth in service and in understanding;

A broader personal horizon, with an ever-renewed appreciation of the problems and values that extend beyond the classroom;

A closer contact with the community in which I serve, and an opportunity to exert a constructive influence by helping to enlighten the community as to the objectives and goals of modern public education;

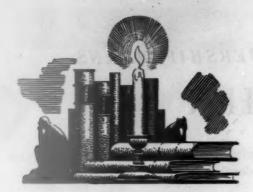
An opportunity to serve my country by uniting my efforts with those of more than 2,600,000 men and women who cherish what I cherish and seek the things I seek.

As the teaching profession is dedicated to the inspiration and guidance of the youthful mind, so the National Congress of Parents and Teachers is dedicated to the welfare of the whole child, wherever he may be. Their spheres are interlocking and their work is interdependent. Neither can give optimum service without the other.

MEMBERSHIP

OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

Alabama	Louisiana 22,198	Rhode Island 11,432
Arizona		
Arkansas 42,806	Maine 5,233	South Carolina 16,728
	Maryland 14,410	South Dakota 10,620
California	Massachusetts 32,114	
Colorado 47,978	Michigan 91,551	Tennessee 80,859
Connecticut 27,215	Minnesota 56,062	Texas
THE REAL PROPERTY AND ADDRESS OF THE PERSON	Mississippi	
Delaware 5,680	Missouri	Utah 24,018
District of Columbia 19,865	Montana 10,062	24,010
	Nebraska 26,223	Vermont 7.937
Florida 61,849	Nevada 20,220	Virginia
	New Hampshire 4,460	73-83-43-43-43-43-43-43-43-43-43-43-43-43-43
Georgia 54,854	New Jersey	Washington 50.089
TT !!	New Mexico 4.985	West Virginia 39,379
Hawaii	New York	Wisconsin
Y1.1	North Carolina 85,476	Wyoming
Idaho 8,796	North Dakota 11,239	", John 18
Illinois194,423	Horen Dakota 11,200	St. Thomas, V.I 50
Indiana 75,100	Ohio191,475	Dt. 111011145, V.1
Iowa 52,390	Oklahoma 41,505	Puerto Rico 200
V	Oregon 30,045	Puerto Rico 200
Kansas 47,700		
Kentucky 41,971	Pennsylvania135,668	Total2,612,345



BOOKS in Review

OUR YOUNG FOLKS. By Dorothy Canfield Fisher. New York: Harcourt, Brace and Co., 1943.

A NEW BOOK by Dorothy Canfield Fisher, especially when it deals with youth and the problems of youth, is always cause for rejoicing. This distinguished author, who has devoted years of thought and study to the problems she interprets so winningly, in her new book extols work—all-absorbing, individually selected, creative work—as the answer to nearly all the questions that beset both young people and adults today.

Great confusion has resulted, says Mrs. Fisher, from our having failed to adjust all departments of life to the changed pattern resulting from mechanical progress. We have invented machines to do our work for us, but we have not devised satisfactory ways of using the leisure time we have gained. Naturally, our failure in this re-

spect is a handicap to youth.

Other problems result from our failure to shape the training of young people in accordance with the needs that will confront them in adulthood. The need for schooling geared to the special talents and aptitudes of the individual boy or girl is, Mrs. Fisher opines, a matter of life-and-death importance to our country. She recommends that we approach this problem in the same spirit in which the Army has set about remedying lacks in the education of its recruits, supplying the needed information and experience in a swift and straightforward manner.

JUST AT present, Mrs. Fisher admits, some of the most pressing problems are in abeyance; leisure time, for instance, can be well and fruitfully occupied in wartime service. But after the war all such problems will once more come to the front, and unless we have laid plans for their solution there is danger that they will not be solved in time. The problems created by industrialism lie close to the core of life. Unless some adequate solution can be found, the vast majority of the population, including untrained and unsure youth, will find life a burden rather than a blessing. Girls particularly, Mrs. Fisher thinks, must be prepared in many ways for their changing status in the economic world.

Our Young Folks is as timely as today's headlines. Parents and teachers will find it packed with thought-

provoking suggestions.

GET TOGETHER, AMERICANS. By Rachel Davis-DuBois. New York: Harper and Brothers, 1943.

LOUIS ADAMIC, in a foreword to this handbook for leaders in intercultural education, points out that "one of the chief and extremely subtle complications in American living stems from the fact that the people of the United States are a mixture of several races and many national backgrounds and religions." He introduces the author, Dr. Rachel Davis-DuBois, as one who "has been

getting at the problem through the idea that America's human diversity is to all of us an immediate opportunity for satisfying social interaction and also an immense

long-range cultural advantage."

This idea will be very familiar to all parent-teacher members, for on it have been based many of the most successful parent-teacher projects of the past few years. Diversity in the cultural life of the community has long been recognized by parent-teacher leaders as uniquely desirable, and programs have been set up for the express purpose of encouraging its full and free expression. A recent publication of the National Congress, Community Life in a Democracy, contains a chapter stressing the great importance of conserving native cultures.

Such leaders will be immensely interested, then, in this handbook of community interaction. It suggests friendly and effective approaches to the delicate problem of blending the efforts of varying racial and cultural groups into a harmonious community effort. With rare tact and understanding it points out also a few of the things that frequently hinder well-meaning groups in their progress, and cautions against certain practices that may, however innocently intended, give offense to particular members of the community.

The chief instrument of cooperation recommended by the author is what she calls the neighborhood-home festival. Detailed suggestions for the conduct of such a project are given, with great attention to the inclusion of every element in the community—the schools, the churches, the parent-teacher association, the social

agencies, and the citizens in general.

STORY PARADE. Edited by Hildegarde Hawthorne. Philadelphia: The John C. Winston Co., 1944.

This book is a collection of children's stories—mystery yarns, folk tales, fairy stories, historical narratives, and adventure thrillers. Such authors as Laura Benet, Elizabeth Coatsworth, Frances Frost, and Wilfred Bronson are represented. The variety of the fictional and poetic fare offered between the covers of Story Parade may be noted from a random selection of titles, as follows: Horseshoe Nails; The Luck of a Leprechaun; Wings for the Coast Guard; The Strange Little Piper; Red Thunder; Herbert's Remarkable Improvement; Bombardier; Little Drummer; and The Dollar Bill Mystery. That Boy, Nikolka, by Ruth Kennell, is a story that introduces the young reader to a Russian youngster and the ways of the Soviet. Red Thunder is a story of Peru.

All in all, Story Parade is a good, sound collection. Boys and girls from ten to fourteen will find in it enough to hold their interest for some little time. There is plenty of emphasis on material about children in other lands, which is most important now that the nation is trying to

educate its children for world democracy.

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around the Editor's Table

FROM our national president, Mrs. William A. Hastings, who also serves as an associate editor of this magazine, comes advance information about the parent-teacher wartime conference on childhood and youth to be held at the Hotel Pennsylvania in New York, May 22-24. The theme, "All Children Are Our Children," is in sympathy with the times and expresses well the universality of parent-teacher service.

With the tide of juvenile delinquency rising and spreading, the spotlight will once again be focused upon the home. How much is the home to blame for the rapidly multiplying case histories and police records of juvenile delinquents? What effect is the war having on family life? What kind of practical instruction do parents need? In response to these and related questions, a Parent Education Forum will be held on the opening day. Outstanding parent educators and psychologists will participate.

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The conference program also includes two organization workshops in which National Congress chairmen, officers, and field workers will take an active part. A number of government officials will be brought in as "resource experts."

Special features of the program will be addresses and panel discussions by noted educators, statesmen, and other national figures. Among these will be Brigadier General Walter L. Weible, Director of Training, Army Service Forces, and the First Lady of the Land, Mrs. Franklin Delano Roosevelt, who will speak on the opening night.

Two other conference highlights deserve special mention: a life membership session, with honorary life membership awards, and an Allied Nations dinner meeting, at which distinguished guests representing our allies will be present.

MRS. PEARLE STOUT, chairman of the National Congress committee on Music, reminds us that the general plans for the 1944 observance of Music Week were outlined at a meeting of the National and Inter-American Music Week Committee, held at the Town Hall Club in New York, January 18. "Use Music to Foster Unity for the War and the Peace to Follow" was adopted as the keynote. Music Week falls this year on May 7 and continues through May 14.

Especially recommended for this year's observance are interchurch and interfaith choir festivals and musical services; community concerts and other events in which several groups combine to

bring out local talent and to provide musical entertainment and equipment for the armed forces; patriotic programs featuring numbers by United States, Latin American, and United Nations composers; demonstrations by school music departments; and radio programs stressing American music and the value of music education.

"Music Week," explains C. M. Tremaine, the secretary of the Music Week Committee, "is more than a celebration by and for music lovers. It is an expression of friendship by and for all groups." Carrying this thought further, Mrs. Stout said in a recent letter to her state chairmen, "Music is the universal language that speaks to all hearts. . . . We need to learn the songs of other nations; that will help us to learn their background and their ways of life."

HELEN KIRKPATRICK, war correspondent for the Chicago Daily News, recently made some highly illuminating observations on the marriage prospects of girls in England.

"In contrast to the first World War," Miss Kirkpatrick points out, "which considerably reduced marriage prospects of English girls, this one, so far, has increased them."

Here are a few of the reasons: More men tend to marry before going into the armed forces or before going overseas; the casualty rate in this war is lower than in the last; larger numbers of women have been brought into the armed forces and industry, where they meet millions of men; enough money is being earned by the women to pay their way in any marriage; and, most important of all, there is an influx of thousands of foreign troops into Britain.

American girls will be particularly interested in the fact that three Americans in every hundred are marrying English girls.

What this distinguished war correspondent says about the divorce rate is also intensely interesting and may well make us on this side of the Atlantic take heed:

"If marriage opportunities seem good," she discloses, "this cannot be said for the prospects of durable marriages. The divorce rate is steadily mounting, and experts expect it to reach astronomical proportions in Britain by the time the war is over. They attribute the rising rate of divorce to the breaking up of homes, to hasty and early marriages, and to lack of parental control over girls."

The Family's Stake in Freedom

A parent education study course for individual parents and parent-teacher study groups.

Directed by RALPH H. OJEMANN

THIS OUTLINE IS BASED ON THE ARTICLE THE GROWING CHILD'S BUDGET. SEE PAGE 4.



Outstanding Points

I. It is just the same with money as with toys—a child must be free to make his own decisions, choices, and mistakes in order to learn what he can and cannot do with the resources on hand. The use and value of money cannot be learned without practice.

II. It is necessary for a child to understand the use of money before he can be expected even to want to earn money for himself. Earning money would be useless to a boy or girl who did not know what to do with it.

III. A child's money should be his own, and it should give him opportunities to decide for himself how he will spend it. This will help him to understand the real value of it and to feel the sense of personal importance that comes with spending one's own money.

IV. When the allowance shall start and how much it shall be depend upon a number of factors, but under ordinary conditions a child of five or six can use from a few pennies to ten cents a week. At fourteen the ordinary child can learn to handle the money necessary to cover all personal needs, such as clothing, school supplies, and recreation.

V. A child cannot be *taught* to save; he must *learn* to save through his own experience of wanting something that costs more than he has to spend.

VI. As the child approaches adolescence, he can learn, from sharing the family experiences with money, why value is placed on some things and not on others. He can also learn the problems involved in saving for the future.

VII. If an older child is earning money after always having been given an allowance he could use as he wished, he will be far more apt to spend the earned money wisely and to contribute some of it to the family welfare without prodding from his parents.

Questions to Promote Discussion

 Should a child be given money with the understanding that it belongs to his parents and therefore should never be wasted but spent only on what is "useful?"

2. Should allowances be discontinued as a punishment? Should special privileges be substituted for an allowance? If not, why not?

3. How large an allowance should be given to a thirteen-year-old boy? What else besides age should be taken into account?

4. What should be done with a fifteen-year-old boy

who spends his whole allowance going to movies? Should he be given extra money for a new pad of paper or for membership dues in his school club when an agreement was made that he should spend his own money for those things?

5. A sixteen-year-old boy is working half time at a nearby defense plant. He works only on the afternoon shift, so that he can go to school in the morning. His school work is not suffering, so his teachers and parents consider the arrangement satisfactory. He is earning \$35 a week. His parents feel he should contribute some of this money to the household and save the rest for his education. However, the boy refuses to give up more than just a little to his parents. The rest he spends on himself, some for clothes, most for pleasure. His parents are very upset and can't do a thing with him. What could they do to remedy the situation? How can they make the boy understand why he should save some of his money?

6. A girl of sixteen wants to leave school to go out and earn money in a nearby war plant. She says her parents always give her money grudgingly when she wants a new dress or just wants to go to a movie. What can the parents do to keep her in school? How can they keep her from thinking that they are just "mean?" What could make a situation like this arise?

7. A mother complains that her sixteen-year-old daughter is always wanting money for "some fool thing." It seems to her that young people nowadays "just don't know the value of money." What may have contributed to the daughter's recklessness in spending? What could be done to remedy it? Should the daughter be refused money unless her mother goes with her to see what she buys?

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8. A father speaks with pride of his son, "who never buys a thing without first asking me." Is this a good attitude for parents to take? If not, why not?

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Burkhart, R. A.: "Sing a Song of Sixpence," National Parent-Teacher, August-September 1939.

Crabb, A. L.: "Who Paid Your Way to the County Fair?" National Parent-Teacher, May 1943.

Gruenberg, S. M.: "Youth's Money Problems," National Parent-Teacher, April 1939.

Gruenberg, S. M. and B. C.: Parents, Children and Money. New York: Viking Press.

Ojemann, R. H.: What Money Means to the Child. Iowa City. Iowa: University of Iowa Publications, Child Welfare Pamphlet No. 25, 1933.

Overstreet, B. W.: "To Have and To Use," National Parent-Teacher, May 1943.

Basic Training for the Toddler

A study course for parents of preschool children, for study groups, and for parent-teacher associations.

Directed by ETHEL KAWIN

THIS OUTLINE IS BASED ON THE ARTICLE EMOTIONS— LIABILITY OR ASSET? SEE PAGE 7



Outstanding Points

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I. Most experiences are accompanied by some feeling, however slight that feeling may be. If we like the experience, we think of it as a pleasant one; if we dislike it we feel that it is unpleasant. Emotions are stronger reactions, but—like feelings—they are pleasant or unpleasant.

II. There has been a tendency to overemphasize the negative or disintegrative emotions, such as fear, anger, jealousy, and despair, and to give little consideration to happier emotions, such as joy and love. In fact, there has been a tendency in some quarters to regard all emotion as disturbing and undesirable. Quite the contrary is true; emotions are normal, valuable aids to adjustment. They may, and too often do, become "liabilities," but if we understand them and know how to deal with them they constitute assets that contribute richly to happy, satisfying living.

III. The child's basic emotional patterns of response are established in his early years. Emotions arise as the child's reactions to his environment—to persons, animals, or objects with which he comes in contact in his processes of growing and learning. He experiences satisfying emotions when he feels secure in his relationships to these persons, animals, and things. He has disturbing emotions, such as fear, jealousy, or anger, when he feels insecure, frustrated, or thwarted in regard to them.

IV. As the child comes to understand the behavior of the persons, animals, and objects to which he must adjust, as he learns to solve his problems in his relationships to them, he becomes able to avoid and conquer disturbing emotions and to enjoy his environment, finding emotional satisfactions in his varied relationships.

V. Mutual understanding and mutual consideration are essential if two persons are to enjoy their relationship to each other. Each must accept the other as he is; then both will feel secure.

VI. A child who displays anger, jealousy, or fear is showing symptoms of some underlying maladjustment. His parents and teachers must study him in his environment to find the causes of his undesirable responses. Such a child especially needs to feel secure in the affections of his parents and his teachers. Only then can they help him to solve his problems of adjustment to his environment, so that his emotional patterns of response may lose their negative characteristics, cease to be liabilities, and become assets to him.

Questions to Promote Discussion

- 1. How do emotions enrich life?
- 2. Discuss various ways in which emotions may handicap a person.
- 3. Describe three situations that may arouse anger or rage in a young child. Analyze the methods by which you would try to modify the child's emotional response to each of these situations.

- 4. Describe three situations in which a young child may be afraid. What would you do to avoid these fears, or to overcome them once they have been aroused? What would you do to make sure there will be no recurrence?
- 5. Why is it important that the child should feel that you accept him, even when you reject or disapprove his disturbing behavior?
- 6. Why are family relationships of such vital importance in each person's emotional development? Is there any adequate substitute for good family relationships? If not, why not?
- 7. Why are mutual feelings of security—of being accepted by each other—essential to emotionally satisfying relationships between any two persons?

References

Anderson, Harold H.: Children in the Family. New York: D. Appleton-Century, 1937.

The author of our current article on emotions presents, in this book, a philosophy of growth and joy in family life.

Goodenough, Florence L.: "Mental Growth in the Preschool Period." National Parent-Teacher, October, 1943.

Outlines the early stages of mental growth and indicates the importance of emotional balance to the young child's growth in personality.

Hurlock, Elizabeth M.: Modern Ways with Children. New York: Whittlesey House, 1943.

Discusses the many varied types of problems likely to come up in childhood and suggests practical, specific ways of dealing with emotional difficulties.

Levy, John, and Munroe, Ruth: The Happy Family. New York: Knopf, 1938.

These authors point out that all children have difficulties and that every child has two great needs—love and firmness in handling.

Plant, James S.: "Are You Helping Your Child to Feel Secure and Adequate?" National Parent-Teacher, January, 1944.

Discusses two basic human needs that are essential to wholesome personality development and adjustment.

Prescott, Daniel A.: Emotion and the Educative Process. Washington, D.C.: American Council on Education, 1938.

This book embodies the report of a scholarly committee of the American Council on Education, which conducted an exploratory study of the role of emotions in the educative process.

Wolf, Anna W. M.: The Parents' Manual: A Guide to the Emotional Development of Young Children. New York: Simon and Schuster, 1941.

The author discusses the emotional forces affecting the child from birth to the age of six or seven. A very helpful book.



The Ranch House

KANSAS

The recreation center for the teenagers of Arkansas City is called the Ranch House. This is appropriate, for the town is surrounded with

ranches, some having 14,000 acres. The building, which has six rooms, was formerly the Methodist church and is given rent free by this organization.

The club members pay a fee of \$1 a year. The Ranch House is managed by a youth recreation board, composed of thirty-five members from as many organizations. Its membership includes the city manager, the superintendent of schools, and the president of the school board. Mrs. Grover L. Dunn is chairman. There is also a junior council, made up of members selected by the high school faculty. They call themselves the Ranch Hands. They drew up the constitution, and they also did a great deal of the painting, sewing, renovating, and upholstering. They plan the parties and serve as junior hosts and hostesses. At the Round-Up and the Dude Ranch parties they and many members come dressed in colorful cowboy costumes.

The project is maintained by voluntary contributions. These have been given by the churches of Arkansas City and by many organizations and individuals. The members' dues and the profits from the nickelodeon and the Chuck Wagon help with the maintenance.

The churches and the P.T.A. furnish the hostesses for each session. Members of the junior high school, the senior high school, and all young people in their teens are eligible. There are at present 452 members, and more join every week. Attendance is excellent.

The decorations are in Western style. There are Navajo rugs on the floors; there are skins of mountain lions and a badger, mounted deer heads, mounted pheasants, and, perhaps best loved of all, a buffalo head. Brilliant red mural paintings of a cowboy on a bucking bronco and a chuck wagon scene were done by Danny Stark, a member who is fifteen years old.

The ping-pong room has walls of pale green, on which are a realistic painting of Buck Jones and a rare Indian blanket in orange color. The curtains are decorated with the Ranch House brand, a sunflower with the letters "RH" in the center. Gorgeous bouquets of sunflowers are used about the rooms when they are in bloom.

At the end of this room is the Chuck Wagon, with its refreshment counter of red linoleum and chrome. The curtains here are made of red-checked tablecloths. The Cook Shack is, of course, the kitchen, where the pop, candy, popcorn, and cooking equipment are kept.

The game room is in Indian colors. Here the members play all sorts of games, solve puzzles, and read books and late magazines.

They call the large dancing room the Corral. It has walls of blue, with upper walls and ceiling of pale grey. The border frieze is a gay procession of covered wagons, oxen, and mounted horsemen in brilliant red. The members themselves climbed up on ladders to paint these figures around the immense room. The chandeliers hang from the ceiling by chains and are made from wagon wheels.

The young people are very grateful to have this recreational club, and they take good care of the building and equipment. The Ranch House is popular. Passers-by hear the gay nickelodeon, the ping of the ping-pong balls, and many happy voices. The club is open after school and every evening and on Sunday afternoons. Closing time is 9:30 p. m. on school evenings and 11:00 p. m. on Friday and Saturday.

—REBECCA DUNN

Efficiency in the High School P.T.A.



So often we hear the statement, "It is impossible to get a parent-teacher organization functioning in the high schools." The following account shows what the Junior-Senior High School Association of Twin Falls, Idaho, has been doing.

To begin the activities for 1942-43, a panel discussion was held on juvenile delinquency. Those who participated were the high school faculty and some of the law enforcement officers. The students themselves presented the second program.

Out of these two meetings came realization of the need for closer study of community problems. A committee was appointed to study conditions. One of its members was also a member of the Junior Chamber of Commerce. He was able to arouse the interest of that organization.

The committee representing the P.T.A. and the Junior Chamber of Commerce sponsored a summer program of recreation provided by the city. The Park Commissioner was in charge. Two recreation directors were employed. The committee and directors set up supervised recreation, planned parks, and bought land for new parks. No wonder Superintendent A. L. Morgan of the city schools says, "We have no delinquency problems in Twin Falls."

A most successful project of this parent-teacher association is the revolving book fund. This permits the students to borrow money and buy their books at the beginning of the school year. Last year all loans from this fund were repaid.

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Four study group meetings were held. The subject of the first was "Causes of Juvenile Delinquency." "Point Rationing," followed by a demonstration of food values and the presentation of recipe folders, was featured in the second. The third subject was "The Most Common Diseases, Their Symptoms and What to Do Till the Doctor Comes." This was conducted by the school nurse. The fourth and last topic was "World Citizenship."

A very fine hot lunch program was carried out. During the year, 10,683 hot meals were served.

Parent-teacher activities for 1943 began with a tea honoring the faculty of the high school. This was followed by a discussion of how the school and the parent-teacher organization could cooperate most effectively. Out of this meeting grew these objectives for the year: (1) to strive for a larger enrollment; (2) to bring about closer cooperation between faculty and parents; and (3) to continue cooperation with interested groups.

"We took advantage of the publicity in the local newspapers about Parent-Teacher Week to launch our membership enlistment," says a recent report. "We used the envelope system suggested by the Idaho Congress. In the junior high school a note was sent to the parents with the envelopes, telling the parents that a citizenship point would be given to each child for each parent who joined the P.T.A. At present our membership is 335, as against 139 members for last year."

-OLIVIA DICKENS IKENBERRY AND ELDORA J. MAUGHAN

Solving Wartime Problems



In the Eighteenth District of the California Congress we have had an interesting adventure in cooperation. We have a great influx of people working in the shipyards; our population has increased 300 per cent or more. Many mothers have gone into the shipyards,

and others are working in local businesses. Many children are under emotional strain, and they are in need of all the stabilizing influences we can give them.

Last February a panel discussion was held in the junior high school, under the supervision of the adult education department of the city schools. Those participating were a child welfare worker, a probation officer, a school official, and a parent. Each one stated the problems of youth in Vallejo as he saw them. Then open discussion was led by Dr. Jean MacFarlane, chief of the child welfare department of the University of California. There were between 400 and 500 in attendance.

As a follow-up, a citizens' committee on juvenile delinquency was formed under the leadership of the parent-teacher association. Thirty-two organizations cooperated. Public opinion was aroused, but there was need for further effort.

In October the Eighteenth District sponsored another panel discussion. Participants were Mr. John Plover, chief of the Bureau of Probation and Placement, Miss Lucile Kennedy, chief of the Bureau of Child Welfare (both of the state of California), Dr. Ynez Coit Tyler, school physician, Vallejo, Mr. Paul Crabbe, principal of Vallejo High School, and Mr. John Rawlings, Boy Scout Executive of Napa and Salano Counties. The discussion was led by Dr. Kathleen Stewart, of the Langley Porter Clinic.

The need for a child guidance clinic was clearly demonstrated by the information brought forth, and a committee was formed to work toward that end. All interested agencies are represented: the schools, the county welfare department, the Community Chest, the Public Health Department, and the Catholic Welfare Agencies. All seem happy to work with parent-teacher leaders.

This committee received special advice and aid from the Langley Porter Clinic, San Francisco, and is going ahead in high hopes of establishing a preventive program that will be broad enough to prevent much human waste due to juvenile delinquency. We believe that this generation of youngsters is essentially fine and that the delinquency is primarily the fault of adults. We have rededicated ourselves to the task of aiding youth in finding proper channels of self-expression.

-CLARITA WRIGHT RUMMEL

MOTION PICTURE PREVIEWS

Amusing

Good

MERICAN boys in war prison camps in Germany will welcome the first shipment of twenty-six American motion pictures, which will reach them some time this month through the good offices of the Y.M.C.A. War Prisoners Aid Committee. An arrangement has been worked out with the German government under which these films may be viewed by American prisoners in exchange for a like privilege granted to German prisoners in this country. It is expected that movies from home will greatly heighten morale in the prison camps. The first shipment of films, which went over in a Red Cross ship and will be distributed through the international headquarters of the World's Committee of the Y.M.C.A. in Geneva, Switzerland, includes comedy, drama, musical comedy, and various short subjects. No newsreels, war films, or politically significant material can be included.

A NEW sound picture, "Where Dollars Make Sense," will set forth the actual financial return to community, state, and nation from adequately equipped schools and well-paid teachers. This film is sponsored by the National School Service Institute of Chicago and is being produced by the Jam Handy Organization of Detroit. On its completion, 16 mm. prints will be available for showing to special groups, including P.T.A.'s, civic organizations, and business and professional men's and women's clubs.

A two-reel film presentation (official) of the U.S. Marine Corps in the recent bloody battle of Tarawa is now being prepared. It is to be distributed by the War Activities Committee of the motion picture industry. If the moviegoers on the home front can take this stern and realistic type of film fare, doubtless other films showing the realities of war will be forthcoming.

The Army Motion Picture Service in the military camps in the United States, Alaska, Bermuda, and Newfoundland is doing a land-office business. The War Department estimates the current attendance rate at 240,000,000 a year. This service is now operating 1,162 motion picture theaters with a total seating capacity of 786,000. Fifty-six theaters are to be added, bringing the total capacity to 817,000.

-RUTH B. HEDGES

PREPARED UNDER THE DIRECTION OF RUTH B. HEDGES, MOTION PICTURE CHAIRMAN OF THE CALIFORNIA CONGRESS, WITH THE ASSISTANCE OF HYPATIA GORDON PARVIS, REPORT CHAIRMAN

JUNIOR MATINEE

(From 8 to 14 years)

Broadway Rhythm—Metro-Goldwyn-Mayer. Direction, Roy Del Ruth. Musical extravaganza, with beautiful color photography, tuneful music, both old and new, some excellent specialty acts, and a good cast to bolster up a tottering plot. A musical comedy producer searches for a Spanish singer for his new show, while a Hollywood star schemes to secure the role and reheares the cast in a play of her own selection. Cast: George Murphy, Ginny Simms, Charles Winninger, Gloria De Haven.

Adults

14-18

8-14

Fair

Fair

Fair

Henry Aldrich, Boy Scout—Paramount. Direction, Hugh Bennett. Henry fares better than usual in this latest picture, in which he, as leader of a troop of Boy Scouts, undertakes to make a good scout out of what seems to be very poor material. Of course some of his plans go awry, but all ends well. The picture has been approved by the Boy Scouts of America and is amusing entertainment. The cast is good and the action human and appealing. Cast: Jimmy Lydon, Charles Smith, John Litel, Olive Blakeney.

Adults

8-14

Good

Good

Amusing

Moonlight in Vermont—Universal. Direction, Stacy Keach. Fairly entertaining comedy with music. It has some amusing, though obvious, situations and pleasant, even if amateurish, acting. A Vermont farm girl, student of a New York theatrical school, finds her career threatened when she is forced to return to her uncle's farm, but she is saved by her youthful schoolmates. Cast: Gloria Jean, Ray Lynn, George Dolenz, Fay Helm.

Adults

14-18

Rationing—Metro-Goldwyn-Mayer. Direction, Willis Goldbeck. A small-town general storekeeper and the postmistres are the principal characters in this comedy-farce built around the complications of rationing. Good fun at the expense of both civilians and the OPA. Black market operators in meat are exposed as gangsters. Cast: Wallace Beery, Marjorie Main, Donald Meek.

Good

Adults 14-18 8-14 Entertaining Entertaining Entertaining

Week-End Pass—Universal. Direction, Jean Yarbrough. This is a comedy of little consequence, to while away an hour and forget. A weary shipyard worker, while seeking a holiday of rest, finds himself the unwilling escort of a runaway heiress. Cast: Martha O'Driscoll, Noah Beery Jr., Dennis Morgan, George Barbier.

Adults

14-18
8-14

Amusing

FAMILY

Ali Baba and the Forty Thieves—Universal. Direction, Arthur Lubin. Exciting action, good technicolor photography, and a well-knit story make this modified version of the old fantasy diverting entertainment. The torture scenes, however, take it out of the realm of child entertainment. Cast: Maria Montez, Yvette Duquay, John Hall, Scotty Deckett.

Adults 14-18
Fantasy Entertaining Not recommended

Adults Good

A Guy Named Joe—Metro-Goldwyn-Mayer. Direction, Victor Fleming. This excellently presented fantasy, with air service background, is deeply stirring, but its tragedy is lightened by warm and appealing humor. The direction is sensitive, and the acting impressive throughout, with Spencer Tracy and Irene Dunne at their best. The scenes of aerial combat are unusually well photographed. A young pilot, killed in action, is assigned to act as the invisible guardian of a promising young flier—a task complicated by the romance that later develops. Cast: Spencer Tracy, Irene Dunne, Van Johnson, Ward Bond. Ward Bond.

Adults 14-18 Excellent Tense Excellent

The Heavenly Body—Metro-Goldwyn-Mayer. Direction, Alexander Hall. Amusing light comedy, with an excellent cast, clever and original story material, and some interesting, well-photographed scenes of a large observatory. The neglected young wife of a brilliant astronomer consults an astrologer, and the results are hilarious. Cast: William Powell, Hedy Lamarr, James Craig, Fay Bainter.

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1944

14-18 Adults Mature Diverting Amusing

None Shall Escape-Columbia. Direction, Andre De Toch. A tense and tragic picture dealing with the pledge of postwar punishment to be meted out to those responsible for the widespread death and devastation of World War II, as agreed upon
by Roosevelt, Churchill, and Stalin. The action centers on
the court trial of a Nazi leader, with flashbacks to the scenes of
cruelty and torture. Cast: Marsha Hunt, Alexander Knox,
Henry Travers, Erik Rolf.

14-18 Adults Interesting No

The Spider Woman—Universal. Direction, H. J. Salter. Sherlock Holmes outwits an exceedingly clever and fiendish murderess. Many chuckles and surprising situations relieve the tension. Better than average. Holmes, disguised as an officer in His Majesty's Indian Army, solves the crime.

Adults

14-18
8-14

Entertaining Entertaining No

Standing Room Only—Paramount. Direction, Sidney Lanfield. Gay, farcical comedy with a story that pokes sly fun at officious officialdom. Although rowdily slapstick at times, it is amusing and diverting. War-crowded Washington is the setting, and the story revolves around a young manager of a toy factory and his secretary, who arrive at the capitol seeking audience with an unapproachable government official. The fun begins when they find employment as servants in order to have a place to live. Cast: Fred MacMurray, Paulette Goddard, Edward Arnold, Hillary Brooke.

Adults

14-18

8-14

Amusing Amusing **Probably Entertaining**

Three Russian Girls-United Artists. Direction, Fedor Ozep and Henry Keslet. Another human interest story of Russia at war. The characters are the heroic nurses and their battle-wounded patients. The story is fiction, but much of the background action is taken from the siege of Leningrad. Cast: Anna Sten, Kent Smith, Mimi Forsaythe, Alexander Granach.

Adults

14-18

8-14

Excellent Excellent

Timber Queen—Paramount. Direction, Frank McDonald. A routine story of logging in the north timber country, this melodrama has a good cast and some exciting moments, but little suspense. A night club entertainer is being cheated out of large timber holdings, inherited from her soldier husband, when his buddy returns and offers aid. Cast: Richard Arlen, Mary Beth Hughes, June Havoc, Sheldon Leonard.

14-18 8-14 Fair

The Uninvited-Paramount. Direction, Lewis Allen. An exceptionally good ghost story and mystery-melodrama combina-tion that will delight lovers of this type of entertainment. The acting is excellent, and the skillfully photographed cliffs, ocean, and big house with its ghosts present an ideal background for the action. The music adds emphasis. Adapted from the novel by Dorothy Macardle, it follows the original faithfully. Cast: Ray Milland, Ruth Hussey, Donald Crisp, Cornelia Otis

14-18 Delightful Entertaining No

ADULTS

Lifeboat—20th Century-Fox. Direction, Alfred Hitchcock. This tense melodrama, with some grim humor by way of relief, is presented with vividly contrasting personalities. The story stresses the unscrupulous psychology of the German mind, and the direction is powerful and clean cut. It is from the as yet unpublished novel of John Steinbeck and is the story of a small group of men and women, cast adrift in mid-ocean in the only remaining lifeboat of a torpedoed merchant freighter. Cast: Tallulah Bankhead, William Bendix, Walter Slezak, Mary Anderson. Anderson.

14-18 Tense Adulta Excellent No

The Lodger—20th Century-Fox. Direction, John Brahm. This should satisfy the most avid horror-picture fans. The eerie, foggy London backgrounds, the realistic music hall actress, and Laird Cregar's able performance as Jack-the-Ripper, make this a convincing, although not a pleasant picture. Following the slim clue that the victims are always actresses, a young detective's investigation centers on a roomer in the home of a middle-aged couple and their actress niece. Cast: Merle Oberon, George Sanders, Laird Cregar, Sir Cedric Hardwicke.

Adults

14-18

8-14

Matter of taste

Matter of taste No No Phantom Lady—Universal. Direction, Robert Siodmak. A morbid psychological study of a paranoiac, which will appeal especially to addicts of mystery films. The parts are well taken, and the story is cleverly planned. The wife of a successful architect is found murdered, and suspicion points to her husband. The audience, however, knows from the beginning that he is innocent and watches the search for clues that finally drives the murderer to suicide. Cast: Ella Raines, Franchot Tone, Alan Curtis, Thomas Gomez.

Curtis, Thomas Gomez. Adulta 14-18 8-14 No Murder mystery Not recommended

MOTION PICTURES REVIEWED IN FEBRUARY ISSUE

JUNIOR MATINEE (8 to 14 Years)

Destination Tokyo—A thrilling war story.
Sailors All—"This is America" Series. Coast Guard Aux-

iliary.

So's Your Uncle—Light comedy, with entertaining musical numbers.

Tarzan's Desert Mystery-Melodrama, with desert and

jungle settings. The Song of Bernadette—Franz Werfel's book. Beautifully photographed and acted.

Gung Ho-Guerrilla fighters in China.

Song of Russia-Music and romance, with war ending.

Tender Comrade-Patriotism, laughter, and tears.

Three Russian Girls-Russia at war.

The Gang's All Here—Spectacular musical extravagansa.

ADULTS

Henry Aldrich Haunts a House—Pseudo-mystery, with one melodramatic crime sequence.

Higher and Higher-Frank Sinatra in a nonsensical ro-

No Time for Love-Mixture of comedy and melodrama.

What A Man-Light comedy, with gangster complications. Calling Dr. Death-Murder mystery.

The Ghost Ship-Sinister study in psychology. Unpleasant.

What a Woman-Sophisticated light farce.

Swing Fever-Musical variety, with Kay Kyser music and slight plot.

Woman of the Town—Entertaining Western. Excitement and romance. Dance hall background.